The Effectiveness of Teaching Vocabulary by Using Games to The
Third Grade Students of SD Negeri 03 Karangmojo,
Karanganyar

Final Project Report
Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

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Report Title : THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING GAMES TO THE THIRD GRADE STUDENT OF SD NEGERI 03 KARANGMOJO

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MOTTO

“Only I can change my life, no one can do it for me”

“NO PAIN NO GAIN”
I would like to dedicate this final project to:

- Allah SWT.
- My beloved mother and father.
- My brother and sister.
- All my friends.
The writer would like to say thank you to Allah SWT for all blessing and guidance. This final project is written to fulfill the requirement in obtaining English Diploma Program. This final project based on the job training in SD Negeri 03 Karangmojo, Karanganyar.

This final project entitled “The Effectiveness of Teaching Vocabulary by Using Games to The Third Grade Student of SD Negeri 03 Karangmojo”. The writer is interested in explaining the teaching process of vocabulary to young learners. Here the writer also explains about the way to practice the game and the result of teaching and learning activities by using game method.

This final project is far from being perfect, therefore, the writer hopes suggestion and advice in improving this final project. Hopefully, it is able to give some benefits to the readers. At the last, the writer would like to say thank you to everyone helps until the completion of this final project.

Surakarta, July 2008

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Puput Nugroho Aribowo
ABSTRACT

Puput Nugroho Aribowo. 2008. The Effectiveness of Teaching Vocabulary by Using Games to the third Grade Student of SD Negeri 03 Karangmojo. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project was written based on the writer’s job training as an English teacher in SD N 03 Karangmojo which was done for two months. The writer took one class in third grade as the subject to be observed. This final project discusses the effectiveness of teaching vocabulary by using games to the third grade students in elementary school.

During the job training, the writer takes some activities to collect the data by doing as, observation in the class and interviewing the headmaster to get more information about the school.

Games used by the writer to teach vocabulary to the students are scramble game; it also called as the “Classical Hidden Word Game”. There were four steps to apply this game; they are warming up, presentation, explanation and production.

The teaching process based on this game is divided into two sections. The first section is giving the material about a topic. The second section is allying the game in the class. In the end of the job training, the writer gave test to know the result of teaching vocabulary.
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CHAPTER I
INTRODUCTION

A. Background

English is an international language used by a lot of people in the world. It also has a role as a means to learn about science and technology in facing globalization era. Any sources of science using English as their language, so if people do not master English well, any difficulties will be found. Beside that, this language can increase social life with many native speakers who speak it as a foreign language. By mastering this language, the number of misunderstanding of communication with others can be reduced. As the main stipulation of globalization era, English is the key to realize the success of personality, society, and nationality.

As a foreign language, English has been studied in Indonesia. To advance human resources, Indonesia government makes a policy by introducing English as early as possible to elementary school students. The policy is done to add the international skill that needed to face their future. In Indonesia elementary school, English is learned starting from the first up to six grades. To make it enjoyable in studying, the material is made so easy. They only study about Basic English. Although only basic, English grammar is also given but it served in interesting form.

Students as the object of English learning activity at school are demanded to love this language first. To make that condition the teacher should be more active and creative in order to create a successful teaching and learning
activity. The children are more likely to interest it if it is in fun situation. Especially for the vocabulary, the teacher should teach it to the students in right way, because it is the most important component of English. Many teachers worry about their students who do not retain the vocabulary that they learn in the course of a school year.

Based on the situation above, the writer is challenged to pass the job training in elementary school (SD Negeri Karangmojo 03). Beside as a trainee, the writer also is given a responsibility to teach the third grade in SD Negeri 03 Karangmojo, Karanganyar. That role is given exclusively to make the normal situation as usual. As a teacher, the writer prepared the materials for the lesson. The material was Basic English. The basic one is just they study about the vocabularies to enrich their capabilities in learning English.

The most perfect way to make effective activity in teaching vocabulary to young learner is by using game. As a technique in teaching vocabulary, using game is a must to get the main purpose of teaching and learning activity. Since, the children’s always like some fun activities.

This report based on the job training done in SD Negeri 03 Karangmojo, Karanganyar. In the school, the writer focused the research on teaching vocabulary, its problem and solution. In the school especially in the third grade in elementary school, the writer found some problems, which need to be discussed. To know how far the effectiveness of the method’s role used, the writer did some examinations in the end of the job training. This new method reaffirms the writer’s desire to have the student increase their English language skill with
respect to receptivity as well as productivity. Finally in this final project, the writer presents discussion and reports entitled “The Effectiveness of Teaching Vocabulary by Using Game to The Third Grade Student of SD Negeri 03 Karangmojo”.

**B. Objectives**

The objectives in making this final project are:

1. To describe the process of teaching vocabulary through game to the third grade students in SD Negeri 03 Karangmojo.
2. To describe the result of teaching vocabulary through game to the third grade student in SD Negeri 03 Karangmojo.

**C. Benefit**

It is hoped that this final project report will give advantages to:

1. The teacher
   
   It is hoped that this report can be an additional reading and additional trick in teaching vocabulary.

2. The reader
   
   As an input for readers who want to teach English in elementary school because there are a lot of ways that help the students to make them easy to remember the words in fun way.
CHAPTER II
LITERATURE REVIEW

A. Introduction

In chapter II, the writer is going to discuss some literature review related to the topic of discussion in this paper. Here, the writer presents at least four main topics, covering definitions, techniques of language teaching, vocabulary teaching, and games.

All of the parts as mentioned above will be explained in detail below.

B. Definitions

B.1. Teaching

In the book of Teaching by Principles: an Interactive Approach to Language Pedagogy, Brown explained, “Teaching is guiding, facilitating learning, enabling the learner to learn, and setting the condition for learning” (2000:7). In short, in teaching the teacher is not only helping students in doing the tasks but also guiding them in finding the mistakes and correcting them. Teaching is an activity carried out by someone to give knowledge to others. To be a good teacher, the teachers should point out some issues:

1. a teacher should make her/his lesson interesting,
2. a teacher should have lots of knowledge,
3. a teacher must love her/his job,
4. a teacher is an entertainer in a positive sense not in negative sense.
According to Jack C. Richards (1992:16), in his book entitled *The Language Teaching Matrix* says, “Teaching is approached in terms of methods, or products that offer teachers predetermined models of follow. Teaching depends upon the application of appropriate theory, the development of careful instructional designs and strategies, and the study of what actually happens in classroom.”

From the statements above, we conclude that teaching is the important matter for teacher; the teachers need to be able to show that they master their subject. They should be able to give clear instructions and examples and as far as possible have answers to the student’s questions. A good teaching method will give a good result in teaching.

**B.2. Learning**

“Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Learning is acquisition as getting, learning is retention of information skill and learning involves some forms of practice, perhaps reinforced practice.”(Brown, 2000:7). Meanwhile W. S Winkel in his book *Psikologi Pengajaran* explained “Learning is a mental or physical activity, happening with the environment interaction, producing change in knowledge, skills, and the values of attitudes. Those changes are relatively constant and meaningful. (1999: 530).

From the definition above, we can make a conclusion that in learning there would be the process of getting or acquiring knowledge or skill through
practices or reinforced practice. As the result, there would be memorizing of information or skill and behavior changes within the learner.

C. Techniques of Language Teaching

According to Dianne Larsen Freemen in her book *Techniques and Principles in Language Teaching* (1986:136), there are five kinds of language teaching techniques, they are:

1. Reconstructing Scramble Sentences.
   The students are given a passage (a text) in which the sentences are in scramble order. They are told to unscramble the sentence so that the sentences are constructed to their original order. They learn how sentence are bound together.

2. Performing Language Games.
   Games are used frequently in the constructive approach. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. Games that are truly communicative, according to Morrow (in Johnson and Morrow: 1981), have their features of communication: information gap, choice and feedback.

   In the activity the teacher observes, one student in a small group is given a strip story. She or he shows the first picture of the story to the other members of her or his groups and asked them to predict what the second picture will look like. They receive feedback, not on the form but on the content of the
prediction, by being able to view the picture and compare it with their prediction.

4. Role Play.

Role-plays are very important in communicative approach because they give students an opportunity to practice in different social context and different social roles. Role play can be set up so that they are in a less structured way (For example, based on for the teacher to tell the students who they are, what the situation is and what they are talking about, but the students determine what they intend to do).

5. Authentic Material.

To overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations, adherents of the Communicative Approach advocate the use of authentic language materials. In this lesson, the teacher uses a copy of an original newspaper articles. He or she also assigns the students homework, requiring they listen to a live radio or television.

D. Vocabulary Teaching

D.1. Vocabulary

Recognition of the meaning making potential of words mean that vocabulary became a learning objective in its own right. In his book Vocabulary and Language Teaching, McCarthy says, “Vocabulary is the biggest component
of any language. If you do not know enough vocabulary you will not be able to express yourself adequately.” (1990:2).

According to the book of *How to Teach Vocabulary*, Thornbury (2002:13) explains, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Allen (1983), in her book entitled *Techniques in Teaching Vocabulary* says, “Students who do not learn grammar along with vocabulary will not be able to use the language for communication”. This means that vocabulary is also important besides grammar. Both grammar and vocabulary are needed in communication.

We can make a conclusion that vocabulary is the basic component of language learning, because without understand vocabulary they will have difficulties in the next learning process. To express something, they must know about many words, so that it is easier for them to show what they mean.

**D.2. Vocabulary Teaching to Young Learners**

Teaching vocabulary to young learners is different from teaching to adults. In her book entitled *An Introducing to Teaching English to Children*, Susan House (1997) says, “….then by trying to understand better how children learn we will have more understanding on how to teach them”.

Paul Fletcher and Michael Garman (1986:210) on their book *Language Acquisition*, say, “Children learn new language from what they hear and they use their ability to imitate a sound of a word from the adult”.
Learners learn a new word by listening people saying and try to practice it. They try to understand a meaning of word by producing the same sound like what they have heard from adult.

To teach vocabulary to young learners, the teachers have to learn first about the way young learners learn and decide how to teach them.

E. Games

In his book entitled *Elementary Vocabulary Games*, Hadfield (1998:4) says, “A game is or activity with rules, a goal, and element of fun, which is divided into two kinds; competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal”. Games are activities that children naturally and universally are engaged in. There is timelessness in the pleasure. To play game is to enjoy competing alone or in groups against other players. In playing games, they do not think consciously about the language involved in doing so.

The book of *Game for Language Learning New Edition* arranged by Andrew Wright, David Betteridge and Michael Buckby (1997:211), stated that there are at least 13 types of game, they are:

a. Picture Games.

Here the use of picture plays a major part. Broadly, they involve comparing and contrasting pictures, considering differences or similarities; considering possible relationships between pictures such as narrative sequences and
describing key feature. It is hoped that someone may identify them or represent them in similar way.

b. Psychology of Games.

It consists of variety of games, which might all lead to a greater awareness of the working of the human mind and senses. This is an area of interest for each person, in which there are much individual variations of opinion and experience. It encourages concentration and language use.

c. Magic Tricks.

Language can sometimes be exemplified in a concise and memorable way through magic tricks. From the point of the language learning, this is marvelous. Magic always attracts attention and invites comments. There is a potentially large occurrence of other languages—the hidden language of the game.

d. Caring and Sharing Games.

This game demands and encourages trust and interest in others. There are some difficulties in overcoming the learner’s shyness or reluctance to share personal feelings and experiences with other class members. As a result, their problems in learning will be known after they have a discussion with their friends.

e. Card and Board Games.

These games have included of adaptations of several well-known and well-bred card games and board games. Snakes and ladders and happy families are
the examples of these games. A map game (search) is included and also an adaptation of a gift game (present, and rewards and punishments).

f. Story Games.

Story games, by their nature, provide a work for learners to speak and write at length instead of engaging in short exchanges. It is necessary to correct certain errors, and then makes a written or mental note of the errors during the story telling. In order to make the story long, the students should interrupt during the story-telling process done.

g. Sound Games.

Sound effects can create in the listener’s mind an impression of people, places, and action. There is a demand for the listeners to contribute through the imagination. This inevitably leads to individual interpretations, and individual interpretations lead to a need to exchange points of view and to express opinions and ideas.

h. Word Games.

These games are initially focused on the word rather than the sentence such as spelling game (as, for example, in Dash it and Hang it), meaning game (as in Definitions or The odd man out) words for sentence-making game (as in A-B, B-B or Make a sentence). However, learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometime to pursue ideas and argue at some length. The aim of this game is to make students be able to identify words covering its spelling and meaning.

i. True /False Games.
This is one of the great families of games. Essentially, some one makes a statement, which is either true or false. The game is to decide which the correct one is.

j. Memory Games.

Essentially, these games challenge the player’s ability to remember. Surprisingly, perhaps, this simple basic challenge can lead to many games and variations. The inevitable subject differentiates between what players remember in the discussion, in which opinions and information are exchanged.

k. Question and Answer Games.

Question and answer games are designed to context in which the learners want to ask questions in order to find something out. The example of question and answer games is general knowledge quiz.

l. Guessing and Speculating Games.

Essentially, in guessing and speculating games, someone knows something and the other must find out what it is. They are all based on simple ideas. It is possible to play many of them by making short unconnected guesses. Played in this way, the games are useful for the less sophisticated learner and /or learners whose English is limited.

m. Miscellaneous games

These games consist of fortuneteller game, what is his pocket game, and predicaments that mostly invite students’ intuitions.
CHAPTER III
DISCUSSION

A. Introduction

In this chapter, the discussion is based on the activity done in the job training. The chapter III divided into three main points. They are school description, job training activity and explanation.

Three main points above will be presented in this chapter.

B. Description of SDN 03 Karangmojo

B. 1. General Description

SDN 03 Karangmojo is one of the government schools in Karanganyar Regency. This school is a middle quality of elementary school in Karanganyar. Based on that condition, the school institution is never stop to do some efforts to obtain the goal.

SDN 03 Karangmojo has six grade classes. They are first, second, third, fourth, fifth and sixth grade. Those grades have different number of students. The total students of the whole classes are 131 students, consisting of 28 students in the first grade class, 17 students in the second grade class, 23 students in the third grade class, 20 students in the fourth grade class, 20 students in the fifth grade class and 23 students in the sixth grade class. This school has a headmaster. Her duty is to handle every single school activity. The teachers are responsible for teaching and learning activity and giving mark for student assignment. Each class teacher is responsible to lead the daily activity of teaching and learning process in
the class. However, there are some subjects that are taught by special teachers, such as English, sport, religion and computer.

B.2. Vision and Mission

1. The Vision of SDN 03 Karangmojo.

“To create high quality of human resources who are pious and love nation.”

2. The Mission of SDN 03 Karangmojo.

   a. To develop the student’s personality and the quality of education based on the developing of technology.

   b. To develop education services and prepare the students to continue the higher level education.

   c. To string cooperative situation to reach a comfort and a harmonious education program.

B.3. History and Location

SDN 03 Karangmojo is one of the schools owned by the government in Karanganyar. It is located in Ngablak, Tasikmadu 57761, Karanganyar. It was established in 1971 and has graduated 32 time generations.

This school has a small area, the total of area is about 1201 m² and this area is divided into three parts, they are building, yard and football field. The building in this school is divided into several rooms, they are; teacher and headmaster office, classrooms, mosque, toilet, canteen and library, school health
unit and computer room. In the middle of the building, the square is used for sports activity and ceremony.

Picture 3.1. The school building structure
B. 4. Organization Structure

Picture 3.2. Educatve Organization Structure
Picture 3.3. Committee Organization Structure
B. 5. Extra Curricular Activities

SDN 03 Karangmojo has two extra curricular activities that could be enjoyed and followed by students; the extra curricular could be divided into:

1. Volley Ball

Volley ball is one the units of sport. This sport is held once a week on Wednesday, start from 15.00 up to 17.00 for each meeting. The students that could follow this activity are the students of third up to six grade class. This extra curricular has reached a championship at district level in Karanganyar Regency.

2. Scout

This activity is very useful for every student to train their creativity; skill in facing problem, also this activity can increase their independence and their solidarity to other human being. This extra curricular is held once a week on Friday. The scout trainer would lead the activity starting from 15.00 up to 17.00 for each meeting. The members of this activity are same as the members of volley ball extra curricular, they are the students of third up to six grade class.

B.6. Facilities

School without facilities cannot reach the expected goal of the main purpose of education. One of the facilities is library. SDN 03 Karangmojo has one library with many supporting facilities inside. There, the students could find many kinds of books, from academic books until story books. Especially for English, the library is also completed with some dictionaries, picture dictionaries and
English song and game CD. Some lesson need particular equipments to support the teaching and learning activities. Therefore, the headmaster provided some kits to support them, such as the kits of Mathematic, Science, Indonesian, Geographic, and English. For sport lesson, the equipments are separated from the library, because it needs a lot of place. They are placed in ware house.

C. Job Training Activity

C.1. Class Observation

The third grade of SDN 03 Karangmojo is the main observation. In third grade of SDN 03 Karangmojo, teaching English vocabulary is the new material. In the previous years, English was only given to the fourth up to six grade class. There are 30 students in the third grade with aged between 8 – 9 years old. Since first semester at 2007, the school has a new policy. The policy is to give English subject to first up to sixth grade class. Students in the third grade were introduced to the new materials of English vocabulary based on national curriculum, such as the topic of animal, school, food, color, and rooms at home. The main book of the students in this school is PAKEM (Active, Creative, Effective and Fun learning), distributed by PT Teguh Karya. The sources of the materials used by the writer are On the Way distributed by PT Intan Pariwara and Grow With English distributed by Erlangga.

C.2. Class Activity

Every class has an hour for English lesson in a week. The teaching and learning process of English lesson begins at 10.00 – 11.00. English lesson is the
last section in teaching and learning activity in every single class in SDN 03 Karangmojo.

Although based on national curriculum, the materials thought to the lower class are Basic English only about vocabulary. English is a new subject for the lower class. The writer planned the activity for English lesson to reach the expected goal. When the class started, he greeted the students for example; Good morning students! How are you today? and they shouted out loud happily. Before the material begins he asked them first about the material in general on their own knowledge. For example; if the material about animal, the writer asked them; what is your favorite animal? What is Mickey Mouse? What animals are friends of Tarzan? Etc, and the students shouted it in many different answers, sometimes they answers in Indonesian and sometimes in English. In the process at teaching English, the writer did not speak in English all the time, but he mixed with Indonesian. They seem so happy and enthusiastic in learning English. Due to English subject was the last meeting at that class, the writer gave a simple competition game about the material of that day to decide who could go home first.

C.3. Lesson Plan Making

The good teachers always make lesson plan about what they will give to their students for the next meeting. Therefore, a good teacher should think carefully about what he/she is going to do in her/his classes and plan what the students should reach after the teaching and learning activity. Good lesson plan is the mixing of activities and materials, so the students could be active in the class.
The function of lesson plan is as guidance for the teacher in teaching based on the topic discussed.

Here, the writer wanted to discuss about the way to make lesson plan. Firstly, the teacher chose the topic. He/she usually took the topic from her/his hand books. For example, he/she took the topic about Animal. The form at lesson plan arranged based on the topic above.
LESSON PLAN

**Topic** : Animal

**Level** : Third grade class of Elementary School

**Duration** : 60 minutes

**Objective** : After the lesson, students would be able to identify and pronounce them correctly

**Skill** : Listening, reading, speaking, writing

A. Brain Storming

1) Teacher greets the students.

   T : Good morning class !

   S : Good morning sir !

   T : How are you today ?

   S : I am fine, thank you, and you ?

   T : I am fine too, thank you.

2) Teacher asks the students to open their hand book (*PAKEM*), and tells them to look many kinds of animal picture there.

3) Teacher tells the students the objectives of the lesson

   T : Today, we will study about kinds of animal and how to mention it in English. Therefore, after this lesson you should be able to mention animals in English.
B. Explanation

1) After the students looked the names and the pictures of animal, the teacher asks the students to repeat after him.

T : Buffalo !
S : Buffalo !
T : Dog !
S : Dog !
Etc.

2) Teacher asks the students to write the names of animal on their note book.

Cat : kucing
Rabbit : kelinci
Tiger : harimau
Etc.

3) Teacher asks the students to say again the names of animal based on their notes and spell it.

Horse : H – O – R – S – E
Cat : C – A – T
Lion : L – I – O – N
Etc.

C. Practicing

1) Teacher asks the students to write the name of animals based on the pictures
2) Teacher asks the students to arrange the letters into a good word:

   a. i – r – t – g – e : ...........
   b. n – i – o – l : ...........
   c. c – d – l – e – r – o – o – I : ...........

3) Teacher asks the students to listen and put a tick (V) for the correct answer based on what the teacher said.
D. Evaluation

After the teacher explained the lesson, the teacher would give some exercises for the students, in order to check student’s understanding about the test related to the lesson that was taught before. The questions are all about kinds of animal that they could remember. After that, the teacher gives homework based on their hand book.

C.4. Teaching and learning practice

From the first meeting of the job training, the writer did not guide with supervisor of the institution (SDN 03 Karangmojo). The writer was given a responsibility just the same as a real teacher, not as a trainee.

In the first meeting of the job training practice, the writer felt awkward because that was new experience in teaching in the front of real class. He did not know how to start the lesson. The writer did not prepare the material first, because in the first meeting it should be the warming up and introduction to make the situation more familiar and natural. To make the condition in control and reduce the tension, the writer decided to start the lesson by introducing himself, from name until purpose of teaching at their class. When the writer offered some questions, there are no one wanted to ask about the writer’s identity. They were passive in the first meeting. Sometimes they laugh loudly if the writer did mistakes or said jokes.

Consider that the students mostly passive in teaching and learning activity, the writer decided to apply game techniques in delivering the English skill. It is hoped that the students would enjoy the learning and be able to interact with each
other to develop their language skills. Due to the reasons above, the writer offered the students to play game. The game could make a situation more active, creative, enthusiastic and fun. The game likes a scramble, but the writer called this game as “The Classical Hidden Word Game”. They replied it enthusiastically.

By applying game to teach English, the writer had some duties related to the teaching activity. Those duties were presenting the form of the game, explaining the rules of the game, informing the way to play the game, and practicing the game.

D. Game Practice

The process of applying game to teach vocabulary in third grade class consists of four steps. Those steps are:

1) Warming up.
2) Presentation.
3) Explanation.
4) Production.

English is the new language for children. They are not familiar with this language. To help them understand about what the writer’s explanation, he used Indonesian in order to make the explanation clearer. Sometimes the writer used English to make the students more familiar. They needed a real visual and/or real context to understand. The students could not do the game without knowing the topic or material first. Therefore, the function of this game are to make sure that
the students understand about what they had studied and help them to remember the new vocabularies in new theme or topic.

1. Warming up

At this stage, the writer began the class by greeting, and refreshing the last lesson. To refresh the last topic, the writer asked the students about the vocabulary in the previous meeting and they answered it in English. Most of them still opened their note book or hand book to answer the writer’s questions. The examples of the questions are:

T : Do you still remember the last material ?
S : Yes, I do. Sir!
T : What is that ?
S : That is about animal, Sir!
T : What kinds of animal do you remember ?
S : Snake, tiger, lion, zebra, etc……….

2. Presentation

The second step in teaching vocabulary is presentation by using game. In the day 1 of a new topic, the writer gave explanation about the material. Then in the day 2, the writer reviewed the materials of the previous meeting and focused in practicing game. In this step the writer made the students do the game in pairs. That class consists of 30 students, so there are 15 pairs. The writer gave every pairs a board and two bags of alphabetical letters. There were two different boards and every board had different pictures.
3. Explanation

In playing this game, the writer divided the students into pairs. In pair work the numbers of the players were limited. The benefit of pairs game was the player can be active to explore and explain their mind. This way also could control the student’s condition easily.

Firstly, the teacher explained about the rule of the game to the students. The rules of the game was simple, the students did not allow opening their books. After the students knew about the rules of the game clearly, the game was on. The teacher gave the board and the alphabetical letters to the students.

It was very simple game. The students only put some letters into the blank boxes. The board was completed by some pictures, so the students only fill the blank boxes of the board from the pictures. The players should complete the blank boxes only in twenty minutes. After twenty minutes, the board would be moved to the other pairs. The winner of the game is the pair who finished the game and filled the blank boxes correctly.

4. Production

This game could increase the student’s vocabularies. The students could remember the words from the pictures. After the students understood about the way to play it, the teacher asked them to start playing that game. The first board would be given to every pairs. They could finish it in twenty minutes. The score based on what they have done.

After twenty minutes, they exchange the board to other pair beside them. They did it again like the previous board.
The vocabulary was easy to remember. They build the words by their self. This game could make a cooperative partnership. They work with one person, if they could not cooperate with their partner; the game was difficult to be finished.

**E. Giving Test**

Game was an attractive and fun activity, especially used in teaching and learning process for the young learners. Since young learners always explored their mind, so that the students could help them by doing some activities, such as game.

The young learners will be attracted in learning the subject if the teacher could combine between the subject and the game activity. The games do not only make the students enjoy in teaching and learning activities but also make them understand and master the lesson easily. Therefore, the writer concentrated this final project report about the effectiveness of games in teaching vocabulary to the young learners.

Besides that, the teacher also gave some tests to the students. It was grantly needed by the teacher, because the teacher could see the student’s progress toward the subject that they were learning. It consists of two kind of test, first is small test and second is final test.

Small test seems like a game. In this section, the teacher used his creativities to do the game. The test was given in the end of every lesson. It was done to make the students more attracted with the test and the lesson. The test was
done in order to lead the students to master the lesson, especially about English vocabularies.

The second is final test. The writer called it as a big test. Since, the test really checked the students understanding toward the subject. In final test, there were two sections. They were objectives test and essay test. The content of the test was based on the topic that the teacher had explained before.

From all the activities above, there will be some lesson learned by the students. The game was an effective activity in teaching vocabulary. The students learned to comprehend the topic taught more easily, since it is very enjoyable to learn English by applying game. Students could express themselves without any pressure related to the topic discussed. A fun situation could motivate students to learn English happily.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter III, some points could be drawn and arranged as follows:

1. The process of teaching vocabulary to the third grade in SDN 03 Karangmojo is very difficult, because it is the first experience of the writer in teaching field. Besides that, the students of the school are also mostly passive. Based on that reason, the writer decided to apply game techniques in delivering the English skill. One of the games used by the writer in teaching and learning activity in teaching and learning activity in SDN 03 Karangmojo is scramble games. The games were divided into two types. They are the main game and small game. The main game called as “The Classical Hidden Word Game”. The other game was small game. The purpose of this game was to review the material that students have learned. By playing games, the students would not face under pressure in learning English, because the situation was fun and attractive.

2. To know the results of teaching vocabulary by using game to the third grade students, the writer gave test for them. Based on the test result, most of them could remember well about the material. This is a fact, that applying games as a method to teach vocabulary to young learners are effective way. They always love some funny activities than just too quietly accepting the theory in teaching and learning activity.
B. Suggestion

The writer wants to give some suggestions to the institution especially SD Negeri 03 Karangmojo, and also the English Diploma Program of Sebelas Maret University as follows:

1. SD Negeri 03 Karangmojo.

One of the facilities that support the process of teaching vocabulary is the use of the game kits. The contents of the English kit that provided by the instruction are not enough to cover the teaching material. The kits only provide some scramble game. It will be better if the institution provides not only scramble games, but also any other kinds of games. It is hoped that using games in vocabulary teaching can help the students to lose their boredom and motivate them to learn more.

2. The English Diploma Program of Sebelas Maret University.

The English Diploma program should prepare all of the things needed by the students in doing the job training, such as give and offer more references and literatures of books, especially in teaching subject. The theoretical material given in the class is not enough to contribute the skills in doing job training in the field.
BIBLIOGRAPHY


Activity

8. Complete the sentences and then say them!
(Lengkap kalimat-kalimat berikut dan ucapkan!)

1. There ________
2. There ________
3. There ________
4. There ________
5. There ________
6. There ________

Activity

9. Learn the dialogues!
(Pelajari dialog-dialog berikut!)

A: Are those camels?
B: Yes, those are.

A: Is that a horse?
B: No, that is not a horse.

Activity

10. Complete the dialogues and practice!
(Lengkap dialog dan praktikkan!)

A: Is that a lion?
B: Yes, that ________

A: Are those deer?
B: No, those ________

A: Are those wolves?
B: Yes, those ________

A: Is that a monkey?
B: No, that ________