THE POWER OF GAMES IN TEACHING VOCABULARY TO THE FOURTH GRADE STUDENTS OF SDN 2 CANDEN, SAMBI, BOYOLALI

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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MOTTO

Do everything with all of your heart and your love
(Erni Yunita Sari)

Different isn’t always better but the best is always different
(John Sifonis)

Love is everything about ALLAH. The Pure love to our soul and The Creator of you and me
(Maher Zain)
DEDICATION

With all my heart, I dedicate this final project to:

The almighty, Alloh Azza Wa Jalla

My beloved parents

My sisters

All of my Friends

Everyone who loves me

My Self

commit to user

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PREFACE

Alhamdulillahirabbil’alamin, finally the writer is able to finish this final project report. The writer would like to say thank you to Alloh SWT for blessing and guiding during finishing this final project report. The writer also wants to say thank you for all of the people who support the writer in finishing this final project report entitle “The Power of Games in Teaching Vocabulary to The Fourth Grade Students of SDN 2 Canden, Sambi, Boyolali”. It is written to fulfill the requirement in obtaining degree of English Diploma Program. It is a report of job training activities that have been done by the writer in SDN 2 Canden, Boyolali.

It reports the description of teaching process to the fourth grade students by using games. One reason the writer is interested in discussing the topic is the writer wants to make the students enjoy in learning English. By games, young learners can be more interested in learning something new.

The writer hopes this final project will be useful and will give some advantages to the readers who are interested in teaching English to young learners. She realized that this final project is far from perfect. Therefore, all sugestions and criticism for improving the work will be most welcome.

The Writer
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_Bismillahirrohmanirrohim. Alhamdulillahirobbil’alamin._ Praise belongs to Allah SWT, who gives me so much blessing and gifts in my life. I also would like to say my deepest thanks to:

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14. Everyone who loves me and all of my friends, I love you.

Finally, I hope this final project report will be useful to all readers.

Surakarta, 14 July 2011

Erni Yunita Sari
ABSTRACT

ERNI YUNITA SARI. 2011. The Power of Games In Teaching Vocabulary To The Fourth Grade Students of SDN 2 Canden, Sambi, Boyolali. English Diploma Programs, Faculty of letters and fine arts, UNS.

This final project is written based on the job training in SDN 2 Canden Boyolali for a month. The objectives of this final project report are to describe the implementation of games in teaching vocabulary in the fourth student of SDN 2 Canden and to describe the strength of games in teaching vocabulary in the fourth student of SDN 2 Canden,

The writer did some activities during the teaching and learning process. Based on the discussion, there are three subchapters. They are the profil of SDN 2 Canden, the job training activities and the implementation of games and the strength of games in teaching vocabulary.

The process of teaching vocabulary to young learners in teaching in SDN Canden 2 can be divided into three stages: warming up, presentation, and practice. On this job training, the writer focused on the power of games in the taught English material. The games are word game, matching game and puzzle game. The student’ motivation to study will increase when they are enjoying the beginning of the learning activity. In presenting the new vocabulary, the writer used a picture because it is a quick and easy way to student remember the meaning of words.

The students become an active learner because they become the participants in the learning activity. Based on the writer’s experience, the teaching of english vocabulary by using games is more effective than without using games. Games can give more fun and higher motivation that are necessary for students.
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CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication. People can communicate with each other by using language. It brings idea, opinions, thoughts, and feelings. English is the first foreign language in Indonesia which is important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship.

Pei quoted by H. Brown explains “Language is a system of communication by sound, operating through the organ of speech and hearing among members of a given community and using vocal symbol possessing arbitrary conventional meaning” (Brown:1987). It is clearly states that language is used to communicate with each other by our organ of speech.

In Indonesia, English is regarded as the first foreign language. That is learned from Elementary School to University, even in kindergarten they have started to study English. It needs teacher skills. The teacher should be able to create an interesting method and technique in order to obtain a good result and avoid the student boredom.

Introducing a foreign language to children is challenging and is not as giving a toy to the crying child. It happens because children are unique in their characteristics and have a special way of learning a new thing. They acquire knowledge by asking, listening to people around them and also experienced
things. Through these acquiring children develop their vocabulary (Carol and Terry, 1997:94).

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

One of the aims of teaching English in Elementary School is to enhance students to be able to understand English words which they might find in their environment. In fact, students often find problems in learning the words. So it needs more teachers’ attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. To do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is using games. The writer chooses games because games help and encourage many learners to sustain their interest and work. With games, student can have a lot of fun and get rid off their tiresome during the lesson.

Using varitype games can be an alternative solution to handle the problem of difficultly in English vocab learning. Games, as a matter of fact, can help and encourage many students to sustain their interest and work.
Games can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning by games, the students can take part widely and open-mindedly. To win the games each student or group should competitively answer the questions addressed by the teacher or other students or groups. In order to do so they must understand what the teacher or others are saying or have written, and they must speak or write in order to express their own point of view or give information.

English vocabulary games can help both native and foreign speakers of English build their English language vocabulary skills. There are vocabulary word games for all levels of English. By making connections between words and ideas, and between words and pictures, games can build vocabulary skills. Connections between vocabulary words make the process of building vocabulary skills faster and more efficient.

Based on the background above, the writer finally takes “THE POWER OF GAMES IN TEACHING VOCABULARY TO THE FOURTH GRADE STUDENTS OF SDN 2 CANDEN, SAMBI, BOYOLALI” as the title for this final project report.

B. Objectives

Based on the background above, the objectives of this report are formulated as follows:

1. To describe the implementation of games in teaching vocabulary in the fourth grade students of SDN 2 Canden, Sambi, Boyolali.
2. To describe the strength of games in teaching vocabulary in the fourth student of SDN 2 Canden, Sambi, Boyolali.

C. Benefit

The writer hopes that the results of this final project report will be beneficial to:

1. English Teacher:
   - Adding the teacher’s reference in teaching vocabulary to students.
   - Giving useful input to the English teacher and the students of SDN 2 Canden in improving their quality.

2. English Diploma Students:
   - Giving some descriptions in teaching vocabulary using games.
   - Giving additional reference in preparing final project.
CHAPTER II

LITERATURE REVIEW

A. Young Learners

According to Phillips “Young learners means children from the first year of schooling (five or six years old) to eleven or twelve years of age” (Phillips, 1996: 5).

While, Scott states that children are divided into two categories: five to seven years old and eight to ten years old (Scott, 2000: 1). They define children’s abilities in each group of age:

1. The five to seven years old children:
   - They can talk what they are doing
   - They can tell you about what they have done or heard
   - They can plan activities
   - They can argue for something and tell you why they think what they think

2. The eight to ten years old:
   - Their basic concepts are formed. They have very decided views of the world
   - They can tell the difference between fact and fiction
   - They ask questions all the time
   - They are able to make some decisions about their own learning

Further, Scott says that other characteristics of young learners:
• They know that the world is governed by rules
• They understand the situation more quickly than they understand the language used
• They have a very short attention and concentration span
• Young children cannot decide for themselves what to learn
• Young children love to play, and learn best when they are enjoying themselves
• Young children are enthusiastic and positive about learning

In conclusion, young learners can be defined as children who have special characteristics which can be ranged five to twelve years old.

B. Vocabulary

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching (Richard & Renandya, 2002: 255).

According to Kruse (1987:305), vocabulary, like grammar is an essential component of all uses of language. She also adds:

“The skill needed to be able to guess the meaning of words from context, and discusses exercise that can be used to help students recognize prefixes, suffixes, and roots; read diagram and charts which may provides clues to the meaning of new vocabulary items; recognize definitions, infer meaning of words from context; and use grammatical clues to infer word meaning.”
Although vocabulary is the one that is emphasized, it does not mean other kinds of language components—grammar and pronunciation—are less important. All of these aspects are learned together, because they are attached one to another. Vocabulary is extremely large and also varies. Nobody ever learns all the words in any language, but they can enlarge the number of words they have. Larger vocabulary the students have can help them in many ways; students’ reading ability and writing ability will improve as they learn new words, and the more words they know the better their chance will be to do well on the vocabulary questions, in the school. Therefore, it is highly essential for English teacher to help their students in mastering vocabulary along with grammar and pronunciation.

1. The Meaning of Vocabulary

In some literature, we find the meaning of vocabulary. There are some definitions of vocabulary. According to Harimukti, vocabulary is a component of a language that maintains all of information about meaning and using word in a language (Harimukti, 1993:127).

According to Webster’s Ninth collegiate dictionary, vocabulary is:

a. A list or collection of words and phrase usually alphabetically arranged and explained or defined.

b. A sum or stock of words employed by a language group individual or a work or in a field of knowledge.

c. A list or collection of terms or codes available for use.

While according to Merriem (1978:1320), vocabulary is:

commit to user
a. An alphabetical list of word often defined or translated; the vocabulary includes idioms and two word verbs.

b. All the words of language.

c. Specialized expressions indigenous to a particular field, subject, trade, or subculture.

From the definitions above, it shows that vocabulary is a component of language and number of words used by a person, class, profession, etc. In the communication and in the every aspect such as in trade, education, business, etc.

2. **Kinds of Vocabulary**

There are many classifications made by the experts in language area about the types of vocabulary. Djalinus and Azimar divide vocabulary into two parts, namely: general vocabulary and special vocabulary. The general vocabulary is the words that are used in general; there is no limitation of field and user. While special vocabulary is the words that are used in the certain field or job, profession or special science and technology (Djalinus & Azimar, 1980:1).

Aeborsold and Field (1997:139) classified vocabulary into: active and passive vocabulary.

a. Active vocabulary refers to put items in which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the
students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped the familiar with the collocation and understand the connotation meaning of the words, this type is often used in speaking and writing skill.

b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary.

Passive vocabulary or comprehensions consist of the words comprehended by people, when they read or listen.

In the first level of a course, the active vocabulary is more prominent, but when the students in higher level of study such as intermediate or advanced level passive vocabulary are more useful.

From the explanation above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is containing of two kinds of function and content words.

C. Games

Learning a foreign language is a hard work. One must make an effort to understand and to repeat words accurately. English teacher has to have a good plan to motivate the children, to enrich vocabulary mastery by using drills and exercise. But, in reality the children feel bored with these techniques because
the process is monotonous. If the teacher keep using these techniques, the children cannot improve their English to solve this problem, the English teacher has to create his teaching with certain technique that enables him to avoid the technique which is boring.

Since English subject in elementary school is still new, English teacher needs to find out good techniques that can make the children interested in learning English. In this case Khan states (1992:142):

“Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language skills. Games provide context for play, reasons for playing and routine for playing.”

Through games children are stimulated to know more vocabulary in order to win the game. If they do not understand the meaning of the words, even only a word, they will lose a chance. By this technique the children will learn as many words as they can.

The teacher has to plan some activities that make their children enjoy learning the foreign language by using games. This technique makes teaching learning foreign language more creative, active, relaxed and fun.

According to Harmer, games are a vital part of a teacher’s equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class (Harmer, 1991:101).
Mark (1982:29) states that:

“Most of you who have experimented with language games as a teaching device will be, I am sure, as enthusiastic about their use as I am. Unfortunately, many teachers still feel that game is only for a short time, to give a class break from the monotony of drilling, and some teacher consider games merely frivolous activity”.

Savignon & Bern (1987:211-212) have three reasons why games have to be used in learning foreign language, they are:

a. The very structure of games provides an opportunity for learners to practice vocabulary and grammar, specific functions, and other language art skills. The task orientation of the games requires that the students “use rather than merely practice language for real and immediate communicative goals” on the other hands require constant, meaningful interaction among the players.

b. They created relaxed atmosphere. These lower the anxiety level or “effective filter” that often keeps students from learning. Games accomplish this in two ways. First, games focus the learners’ attention on the immediate goal that is succeeding at the same itself, rather than in the responsibility of language learning. Second, whether the game is competitive or not, it requires cooperation. This contributes to the development of a sense group that led in turn to feeling of support and security among the group members. As the result, the learners are less anxious and more open and able to communicate.
c. Games offer strategy for dealing with problems that may arise from code implication. Teacher to provide communication at a level the learners can understand often uses code implication.

According to Rebecca and David (1990:111-113), games can encourage good strategy in learning foreign language. They are:

a. Games embody the communicative approach; they provide active involvement of the whole person (intellectual, physical, social and emotional). take

b. Games change the roles and relations of learners to more active role in their own learning process. This has two effects:
   1. It gives learners much more opportunity to communicate in the language.
   2. It places more responsibility on learning to direct their own learning.

c. Games provide language quantities of input, which can be understood because of meaningful and engaging context of the activity.

d. Game allows attention to be given to language form as well as to content.

e. Games have additional effective advantages, such as education of anxiety increase in positive feelings and improve self confidence.

f. Game can make the participant encouraged to communicative even when their knowledge and competence in the language is less than they would wish.
g. Games have the learners to identify more closely with the target culture.

h. Game encourages adolescents and adult to once again play with symbols.

From the explanation above, we know that game is form of play and can be used as a vital part of a teacher’s equipment in English teaching.
CHAPTER III

DISCUSSION

In this chapter, the writer will focus on writing the activities done during the job training. There are three subchapters, i.e.: the profil of SD Negeri 2 Canden, the job training activities, the implementation of games and the strength of games in teaching vocabulary.

A. The Profile of SD Negeri 2 Canden

SD Negeri 2 Canden is one of elementary school in the Boyolali regency located in Sambi district. It was built in 1979. The school has six classrooms, two bathrooms, and a teacher office. The teacher office is very large so it is devided into some rooms, such as a diningroom, a meetingroom, a headmaster room, a school healthcentre, two warehouses, and a library. The meetingroom is also used to take a rest by the teachers. Besides, the school has also a parking area and a big yard is used to sport activities and flag ceremony on Monday.

There are a headmaster, eight teachers, and a school guard in SD Negeri 2 Canden. The teacher are grouped into two groups, they are class teachers and specific teachers. The class teachers are teachers who teach general subject. The specific teachers are teachers who teach specific subject, such as English, religion, and sport subject.

1. School Profile

School Name : SD Negeri 2 Canden
NSS : 101030910017
Province : Central Java
Subdistrict : Sambi
Village : Canden
Address : Saminan, Canden.
Zip code : 57376
Stand : April 1, 1985 (Decree of the Minister No. 421.2/ 013/ XI/ 36/ 1985
Area : 1,215 m²
Principal Name : Achmadi, A.Md.

2. Vision and Mission of SD Negeri 2 Canden

a. Vision :
Excellence in achievement based on faith and taqwa and to produce graduates who are able to compete at Globalization area.

a. Mission:

1) The school increases the quality of teaching learning activities.

2) The school does teaching learning activities that are active, creative, and fun.

3) The school desires to develop the students’ ability according to their talent.

4) The school carries out comprehensive guidance oriented to produce a good character and behavior.
B. Job training Activities

1. Class Observation

In the job training, the writer did an observation towards the situation and condition of the school. The observation covered the facilities and the teaching activities in the classroom. It aims to know the best effort to teach English in the classroom is. English lesson is taught to all grades. The time allocated to English lesson is 90 minutes for all grade students.

Each class has an ideal student number. The range is about 22 – 26 students. The writer focused to observation in the fourth grade class. There are twenty four students in the fourth grade class. The fourth grade classroom is comfortable. It is good for the process of teaching and learning English. There were twelve tables and twenty four chairs for the students, one table and one chair for the teacher, one black board, one eraser, two board makers, one clock, one bank data of the class, and some class rules.

Praying is the first activity doing by the students and the teacher. Praying here means reading about three surah of Holy Qur’an. The school applies that rule because praying can build students’ character.

English lesson was taught from the 1st to 6th grade students. Although it was taught to all grades, the lesson for the 1st to 3rd grade students is just for introduction. The English lesson for the fourth grade was started at 09.30 a.m. Each meeting is 90 minutes.
2. Making Lesson Plan

The teaching and learning will be successful if the teacher has a good preparation. One of the preparation is making a lesson plan for each meeting. Before delivering knowledge that is teaching English to the students, it was important to make a lesson plan. The lesson plan has a function, which is to manage the teaching process in order to goal the aim. The lesson plan was arranged based on the syllabus and evaluation from the previous meeting.

Before having the practice of teaching, the writer was asked by the supervisor to make a lesson plan based on the topic which would be discussed on the following week. The writer was also given an opportunity to make a simple material to the students.

The writer checked on the syllabus of the 2010 curriculum first before making the lesson plan to make sure the topic which would be taught was suitable with the syllabus in the second semester.

The writer used a book from the supervisor of the job training as the reference in making the lesson plan and the material. Besides making the lesson plan and the material, the writer also prepared some pictures of sequenced events as media in the process of teaching and learning.

1. The Process of Teaching Vocabulary to The Fourth Grade Student

The writer taught English lesson for the fourth grade students. The lesson was conducted on Monday at 09.30 a.m. to 11.00 a.m. They are 24 students; 13 girls and 9 boys in the class. For supporting the teaching and learning English
activities the writer used grammar translation method. Besides, the writer also used strategies to improve the student’s vocabulary and to arouse the student’s motivation toward learning English.

The students entered the room after the bell rang. The teaching and learning process is started at 9.30 a.m. The teaching and learning process is started by greeting. The teacher replied to the student’s greeting and started the process of teaching English.

In this job training, the writer focused on the fourth grade class as the main observation because of their character. Actually, most the student are talkactive and hyperactive students.

The book which was used in the class was student’s exercise book (LKS). The write found that the English teacher used KARTIKA and KAMUS IDEAL GRAMMAR AND CONVERSATION. Besides, the writer added it by providing textbook related to the material. The writer also provided some pictures and flash cards to enrich the materials for teaching students. To overcome the unpredictable situation, the writer used strategies by giving games and song.

The process of teaching vocabulary has three steps, they are:

a. Warming up

The first step before teaching activity is warming up. Short games are often used as short warm-up activities when beginning the lesson. Warming up has some functions, they are to encourage motivation student so that they will be more active in the class and to create relaxed atmosphere. Warming up can help and encourage many learners to sustain their interest and work before learn the
material. With warming up, student can have a lot of fun and get rid of their tiresome during the lesson.

Firstly, the students were given greeting. This is the example of greeting:

Writer : ‘Good morning students’
Students : ‘Good morning miss’
Writer : ‘How are you today?’
Students : ‘I am fine’
Writer : ‘Who is absent today?’
Students : ‘No absent’

After giving greeting to the students, the writer gives a sing about greeting. This is the example of song:

Hello Hello good morning
Hello Hello good morning
Hello Hello how are you?
I’m very well thank you

The writer sings this song before, then the student follow to sing this song after that. From the observation, some of student feel too difficult to follow the lyrics of the song. So, the writer wrote the lyrics on the black board then asked the student to sing and clap their hands with the writer. Through this song, the writer could warm the students succesfully. The student got some fun as they and the writer did some funny movement.

After singing a song, the writer gave several question to the student about the last materials. For example:
“Do you remember the last material we have?”

“What is it about?”

“Can you mention it?”

The aim of this question is to check how far the student could catch the vocabulary of the material before.

b. Presenting new vocabularies

After warming up, the writer follow the activity by presenting new materials. The first step is sound and mention the meaning. The teacher said the word two or three times, pronouncing it clearly, then give the meaning of the word.

Example: Teacher said, “I would like to say the name and the meaning of animal. Please listen to me!”

Elephant : ˈɛlɪfənt
Lion : ˈlaɪən
Rabbit : ˈræbit
Horse : ˈhɔːs
Dog : ˈdɒg

The second step is repeating the word. Get the class to repeat the new word a few times. Then the writer check the pronunciation carefully. The teacher say, “repeat the name of this animal one by one”. This activity was aimed to refresh students’memory about the material. After that, the writer will write the word on the blackboard.

commit to user
The writer shows some pictures to the student and explain the characteristic of animals. The writer also explain the concept of “there is” and “there are”. The student look at the picture, then mention what is the name of animal and how many animals are there. For example: The writer shows five lions, the student then said “there are five elephants”. After that, the writer gives some picture for the student and they have to identify the name of animals, how many animals and what is the characteristic. The writer help the student to mention the characteristic of the animals. For example: “Elephant is a big animals. It has large ears and long trunk. We can find this animal in the zoo”. To make it more fun, the writer use variety sample of animal other than picture, such as doll.

c. Practice

After the student had understood the materials quite well, the writer asked them to play a game. Firtsly, the writer asked all student to make a couple group. The writer gave two letters for them. The first letter is picture of animals. The second letter is name of animal but it is randomly. The writer asked them to match the picture and the name of animal by cutting the letters. After that, the writer asked the students to present their work. The student were coming in front of the class and explain their work. They present one by one in a couple. The first student shows the picture and the second student say the name and explain the information about the animals. For example:

This is elephant. It is a big animal. We can see this animal in the zoo.
After all of the student present their work, the writer gave them score. There were three basic skills in this activities, they are reading, speaking and pronouintiation. A couple which get the highest score won the game. The writer also coached them a softskill. The student learn take upon to say something in front of class and in front of their friends.

Therefore, in the other chance of teaching, the writer explained the rule of the game before they started to play it. They had to promise that they would not cry, be angry or even sad even thought they do not win the game. After giving this kind of agreement, then we started the game.

Besides playing game, the writer also asked he student to do the exercise in their work book. The writer monitored the student work by walking around them so that they could ask question whenever they got difficulties. The writer asked them to write the difficultis word in whiteboard, then the writer explain about this word. In the end of class, the writer gave a reward to the most active student and the winner of the game.

C. Discussion

1. The Implementation of games in teaching Vocabulary

To increase the vocabulary we need media to be used. One of them is game. The definition of game is an activity that you do to have some fun (Hornsby; 1995; 486). Games can make the students more focus in learning, because they do not feel that they are forced to learn.
Games can lower anxiety, thus making the acquisition of input more likely (Richard, 1988; 147). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Games can be media that will give many advantages for teacher and the students either.

The useful of games are attract the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment (Lewis, 1999) other useful of games are:

a. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between far and twelve years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus.

b. The game context makes the foreign language immediately useful to the children. It brings the target language to life the games make the reason for speaking plausible even to reluctant children.

c. Through playing games, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

d. Even shy students can participate positively.

*commit to user*
2. The Strength of games in teaching Vocabulary

Language learning is hard work. Effort is required at every moment and must be maintained over a long period. Games help and encourage many learners to sustain their interest and work.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many kinds of games which can be used in teaching English. They are puzzle games, matching games and word games. Of course, as a technique games need help from media. The media can be picture, cards, object, and many others object surround them. It is better if the games are familiar for children, because they learn in a variety of ways, for example; by watching, by listening, by imitating and by doing things. It means children learn their knowledge through what they see, heard in their surrounding and then imitate it and imitating by doing things (children learn by doing)

Children can generally imitate the sounds they hear quite accurately and copy the way adults speak. It means they do imitation, memorization, practice and over learning, what the people are said

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly
motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

There are many criteria games as educational media for teaching English to children:

• A game must be more than just fun.
• A game should involve "friendly" competition
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

The writer comes to the conclusion. There are some conclusions as follow:

1. The process of teaching vocabulary to young learners in teaching in SDN Canden 2 can be divided into three stages: warming up, presentation, and practice. These three stages are connected to each other. The student’s motivation to study will increase when they are enjoying the beginning of the learning activity.

2. Based on the writer’s experience in teaching fourth grade students of SDN Canden 2, the teaching of English Vocabulary by using games is more effective than the teaching of English Vocabulary without games. Games could successfully increase students’ motivation in learning English. Games is one of the appropriate ways to learn language. Games can give more fun and higher motivation that are necessary for students.

B. Suggestion

There are some suggestions that can be given in relation to the writer’s conclusion. The suggestions are as follows:

1. The English teacher should be creative in developing the teaching and learning activities in classroom and making the class alive especially in
learning Vocabulary that usually make bored the students. The English teacher is expected can use games as an alternative technique to help the students in mastering vocabulary.

2. The English teacher ought to give the students the opportunities to be active in learning vocabulary.

3. In using games the English teacher has to consider factors that can make particular games suited in classroom, they are:
   a) Choosing Appropriate Games.
      The teacher should be very selective about choosing games because not all games are appropriate for all students, such as their age, vocabulary and materials.
   b) Before beginning the games in which they are to be used, the teacher should review vocabulary that is thought, so that in playing the game the students are already familiar with them.

4. A teacher should not play the games too long, because it makes students feel bored.
BIBLIOGRAPHY


