TEACHING VOCABULARY BY USING GAMES TO THE 1st GRADE STUDENTS IN SD NEGERI JATEN 03 KARANGANYAR

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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Surakarta
2008
Approved to be examined before the Board of Examiners,
English Diploma Program, Faculty of Letters and Fine Arts
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Final Project report:

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Motto

Our attitude toward life determines life’s attitude towards us. (Earl Nightingale)

- No one is too old to learn

- No pain, no gain

We would accomplish many more things if we did not think of them as Impossible.

(Chretien Malesherbes)
DEDICATION

This Final Project Report goes out to:

1. My parents
2. My niece, Sasa….
3. Myself
4. Everyone who knows me, loves me, and hates me
PREFACE

In this opportunity, I would like to say Alhamdulillah to Allah SWT for the blessing and guidance so that I could finally accomplish this final project.

As we know, English has an important role in developing the knowledge. It is the key in learning all of the subjects. This condition has got a serious response from both our government and society by providing English in the early age to give more opportunities for the children in learning English. Mean while, the most important things providing the basis for the language learning is vocabulary. Moreover, the difficulty in teaching vocabulary is how to help the students remember the new words. Considering that condition, the writer is interested in doing job training in SDN Jaten 03 Karanganyar, one of favorite elementary schools there. In this final project report, the writer describes the teaching vocabulary process by using games to the 1st grade. The writer chose the 1st grade because it is the lowest grade in SDN Jaten 03 having been given English subject.

This final project is entitled TEACHING VOCABULARY BY USING GAMES TO THE 1st GRADE IN SDN JATEN 03 KARANGANYAR. It presents the readers the discussion about the description of teaching vocabulary for children by using card games and how attractive and effective it is. It is hoped then that this final project could be useful for all the students who are willing to teach English, especially teaching vocabulary.

And finally the writer believes that this final project is definitely far from perfect. However, I hope all the readers can understand that the writer is only a human being. The writer cannot free from doing any mistake just like the others. The writer would deeply ask apology to every one if this final project is far from what being expected. And the writer also nicely welcomes any criticism from all the readers for the betterment of are final project report.

The Writer
ACKNOWLEDGEMENT

Alhamdulillahi rabbil’alamin…thank God, finally I have finished this final project report. First of all, I would like to express my highest gratitude to Allah SWT the most gracious and most merciful who makes everything possible. Second, I would like to thank my Mohammed my Prophet who has been my inspiration. I have received many supports and suggestions from many people during the process of making this final project report. Of course I would like to say my deepest thanks to:

1. Drs. Sudarno, MA, the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University.
3. Drs. Riyadi Santosa, M.Ed, my supervisor, thanks for the time, the guidance and the advices.
4. Mr. Farkhan M, M.Ag, my Academic Consultant, thanks for all of your guidance.
5. All of the lecturers in the Faculty of Letters and Fine Arts, thank you for the guidance and knowledge that have been given to me for three years, especially for Mr. Riyadi Santosa, M.Ed, you are the most handsome lecturer in FSSR!!!
6. All of the staff teachers in SDN Jaten 03 Karanganyar, thanks for giving me a chance to be a part of big family of SDN Jaten 03 in spite of the time are limited. Especially for Miss Hanik, thanks also for your advice for me to improve my believing to Allah SWT. Your words,”PASRAH BONGKOKAN” will always be on my mind.
7. All of the students in SDN Jaten 03 karanganyar.
8. My parents: my Romo Ibu, the ingredient of my existence, you are the best!!! Especially for Romo, the main source of my DANA KEHIDUPAN, luv ya Dad! For my Mom, you are my everything……you are the best!
9. For Papa Supriyanto, you are the best man in this world. Nothing like you. Thanks for your love and support.

10. my niece, salsabila… You are my entertainer at home. I can’t imagine what will happen if there is not you. Sometimes you make me angry, but you always make me ngakak. Love you so much bibeh……

11. “GANX SMILE”: piyoe, Andrew, echa, dian fransisco totti, Diana, asih….. Thanks a lot for your commercial support.

12. michan_kurobo, Miss Pecel Lele!!!! Luv ya my sista…..

13. All of my friend in English Diploma Program, Sebelas Maret University

14. Ruth Putri Krishan, my advocate… thanks a lot girl…!!!

15. Pe….., Eny, pok Nur, Rany…we have spent the time at great moment.

Finally, the writer realizes that this final project report is far from being perfect. Therefore, she will accept any criticisms or suggestions from anyone in order to make this final project become perfect.

Surakarta, 3 July 2008

Reni Rosita
ABSTRACT

Reni Rosita. 2008. Teaching Vocabulary By Using Game to the 1st Grade Students of SD Negeri Jaten 03 Karanganyar. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the job training which has been carried out by the writer at SD Negeri Jaten 03 Karanganyar within two months. The writer took a class, the 1st grade, as the subject to be observed. The students have been given English subject so the writer was interested in the process of acquiring vocabulary.

The objectives of this report are: 1) to describe the process of teaching vocabulary for children by using card games, 2) to describe how card games in teaching vocabulary is attractive and effective. In this final project report, the writer only discusses the process of introducing the vocabulary related to the “colors”.

In writing this final report, the writer collected the data by observing the class, interviewing the teacher and students and directly teaching in the classroom. The writer used Elementary Vocabulary Games in teaching activity. All of the activities were done to find out the conclusion of the objectives. In conclusion, card games were an effective aid in teaching vocabulary to children. It could help them not only to memorize the words but also to use it to communicate. Meanwhile, the teacher should be responsible to the class, especially in making it attractive. The teacher should create an exciting way especially for the children, so that they enjoyed the class. Creativity of the teacher is the key to make the teaching and learning activity exciting.
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CHAPTER I
INTRODUCTION

A. Background

Nowadays, English, as international language has become the most popular foreign language in Indonesia even in the world. People from different nations use it as the main language for communication. English is one of the languages having central function in development of intellect, socially and emotion of student. It is also the decisive factor of success in learning the entire subject. To produce high quality of high quality of human resources who master in English, it is necessary to give English lesson in Elementary School.

As we know, elementary school is the first level where young learners start to learn lesson formally. Aware of the importance of English, many people want to introduce English as early as possible in order to give more opportunities to their children in learning English. This condition has also been supported by the government’s policy. Our government has included English lesson in the elementary school curriculum. Providing English in the early age, the government hopes that this program will create better generation who really master in English.

In an elementary school, children just study the Basic English. They study about names of fruits, vegetables, colors, animals, etc. The basic one is just they study about the vocabulary to enrich their capabilities in learning English.

Vocabulary is very important for learners especially for children as the young learners. When the children or students learn words in context, they are far
more likely to remember them than if they learn them as a single item. For children, picture will give more understanding about a word meaning. It can be memorized well since there are many words. Many teachers worry that their students do not retain the vocabulary that they learn in the course of a school year. Student will not remember everything but a teacher should help them to “store” their words in ways that will help them remember. In fact, learning is remembering (http://www.thefreedictionary.com/learning English. On May, 19 2008 at 445). The teachers need to be very creative to find out an effective method to help them in remembering words.

Considering the situation above, the writer is interested and decided to complete the job training in SD Jaten 03 Karanganyar, one of the government’s schools in Elementary school in Karanganyar. The writer considers choosing SD Jaten 03 Karanganyar as a place to conduct a research because it is one of the favorite schools in Karanganyar.

During the completion of job training in SD Negeri Jaten 03 Karanganyar, the writer taught 1st grade until 3rd grade. As a teacher, the writer prepared the materials for the lesson. The materials were Basic English, a simplified form of English proposed for use as an auxiliary language for international communication; such as simple vocabulary. (http://www.thefreedictionary.com/Basic English. On August, 11 2008 at 13.30)

As we know that children always love some fun activities, the writer used the card games in teaching vocabulary as the technique. The writer thought that card games would be an effective way in teaching vocabulary. Finally, the writer
decided to choose TEACHING VOCABULARY BY USING GAMES TO THE
1st GRADE STUDENTS IN SD NEGERI JATEN 03 KARANGANYAR.
B. Objective

The objectives in making this final project report are:

1. To describe the process of teaching vocabulary to children by using card games.
2. To describe how card games in teaching vocabulary is fun and effective.

C. Benefits

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

1. English teachers
   
   It is hoped that this report can be an additional tricks in teaching vocabulary.

2. The institution
   
   It is hoped that this report can give useful input to SD Negeri 03 Jaten as the institution in increasing the quality of teaching.

3. The readers
   
   It is hoped that this report can be beneficial for readers who need an additional reading especially for finding a new trick of card game use.
CHAPTER II

LITERATURE REVIEW

A. Teaching

What does teaching mean? Teaching is work of teacher. There are some definitions about teaching. “Teaching is an activity carried out by someone to give knowledge to other”. To be a good teacher should make her/his interesting should point out: 1) a teacher should make her/his lesson interesting

2) a teacher should have lots of knowledge

3) a teacher should have an outgoing personality

4) a teacher must love her/his job

5) a teacher is an entertainer in appositive sense, not in negative sense

(Harmer, 1998:1)

“Teaching is guiding, facilitating learning, enable the learner to learn, and setting the condition for learning” (Brown, 2000:7). According to Battle and Shannon (1968:19), teaching is a process of arranging conditions under which the learner changes his ways consciously in the direction of his goals. The word “teaching” in Merriam-Webster Collegiate Dictionary is defined as “to accustom to some action or attitude to guide the study of” (Webster, 2003:1281). Meanwhile Macquari dictionary explained “teaching means showing or helping someone to learn how to do something, giving instruction, guiding the study of something, providing knowledge, causing to know or to understand” (Maquarie, , 1981: 987).
From the definition above, we conclude that teaching is important matter for teacher. Through teaching, a teacher can make progress for their students. A good teaching method will give a good result in teaching. Teaching cannot be defined closely a part from learning. We cannot do teaching activities without involving learning activities.

**B. Vocabulary Teaching**

In language teaching a learning, vocabulary is very important. According to Harmer, if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flash. An ability to manipulate grammatical, structure does not have any potential for expressing meaning, unless words are used.

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D, Innovation, LP).” If you spend most your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. (Thornbury, 1992: 13)

A good vocabulary is really needed in both English teaching and learning. If learners do not know in the meaning of words, they will have difficulty in understanding what they see, read and learn. Harmer says,” students need to learn
what words mean and how they are used. In addition, the more they read and more words they will add to their vocabulary. (Harmer, 1998:156). This reason makes read and more words they will add to their vocabulary. This reason makes vocabulary teaching important a bad vocabulary will cause bad understanding for reader in comprehending a text.

According to Linda Taylor, in order to live in the world, we must name it. Names are essential for the construction of reality. For without name, it is difficult to accept the existence of an object an event, a feeling. Naming is the means whereby we attempt to order and structure the chaos and flux the existence, which would otherwise be an undifferentiated mass. Bay assigning names we impose a pattern and a meaning, which allows us to manipulate the word. (Taylor, 1992:2)

“Vocabulary is the biggest component of any language. If you do not know enough vocabulary you will not be able to express yourself adequately “. (McCharty, 1990: 2). According to Allen.”Students who do not learn grammar along with vocabulary will not be able to use the language for communication. (Allen, 1983:101). There are three processes that would help the learner. They are as follows:

1. Fix the meaning of the word in your mind
2. Make the word your own
3. Use the word to communicate with others. (Hadfield, 1998:4)

The statements above mean that vocabulary is the most important thing when learning language. We cannot say anything for something without knowing the meaning of words. Besides vocabulary, grammar is also important. Both
vocabulary and grammar are needed in communication. In learning vocabulary the students must involve the rule of the uses of words. Finally they can use it in context.

C. Teaching Vocabulary to Children

For children, it is the first time they learn English in their live. So we must be patient in representing vocabulary to them. Teaching vocabulary to children is different from teaching to adults. For children they just study about the concrete words that make them easier to learn but for adults, they are usually taught with abstract words and grammar. In this case, the vocabulary teaching is focused on teaching vocabulary as a second language for children.

In her book entitled *An Introduction to Teaching English to children*, Susan House says,”….then by trying to understand better how children learn will have more understanding on how to teach them.” It means that teachers have to learn first about the way children learn and decide how to teach them. (House, 1997:7) Mc Charty gives his opinion that”As few as eight to twelve new items may be appropriate (eight for elementary, twelve for advanced) per sixty minutes lesson for truly productive learning to take place.” (Mc. Charthy, 1990: 117). It means that we must give less than ten new vocabularies to the elementary students for an hour lesson. So the learning will be effective.

According to Dorothy G Petersen and Velma D Hayden, to be able to teach children, teacher must understand children. Each child is different. One merely has to walk through an elementary school to note some of these
differences: Differences in stratum in complexion, in facial expression, in coordination, and in many other ways (Petersen and Hayden, 1961: 44).

Children have certain characteristic that teachers should consider. Some of the characteristic of children are described as follows:

1. They understand situations more quickly that they understand the language used.
2. Their own understanding comes through hands, eyes and ears.
3. They are very logical. What you say first happened first.
4. They are a very short attention and concentration span.
5. Young children sometimes have difficulty in knowing what is fast and what fiction is.
6. Young children are often happy playing and working alone, but in the company of other.
7. Young children cannot decide for themselves what to learn.
8. Young children love to play, and learn best when are enjoying themselves.
9. Young children are enthusiastic about learning.

(Scott, Wendy A Lisbeth H. Ytreberg.1990: 2-3)

Paul Fletcher and Michael Garman (1986: 210) on their book Language Acquisition, says that children learn new language from that they hear and they use their ability to imitate a sound of a word from the adult. It means that the children learn a new word by watching 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 the adult.

Moreover, Wendy and Lisbeth suggest, “letting pupils talk to themselves, sing a song, and tell stories and do other activities make them play with the language. Teachers are the only one who can see how far the improvements of their pupils are.” (Wendy A. scot and Lisbeth H. Yt, 1990:5)

We can conclude that it is very important for the teachers to understand children both physically and psychologically. Considering that children have different characteristic, so through this approach the teachers will be successful in teaching them. The teachers should also make the learning as interesting as possible.

**D. Young Learner**

Young learners are “children from the first year of formal schooling (5/6 years old to eleven/twelve years of age)” (Philip, 1993:5). Young learners or primary level students are those who begin learning at kindergarten or elementary school. The elementary school is principally concerned with children during interval of their lives between the stage of great dependency upon the adult world for substance and guidance and a point of greater maturity at which they make many of their decisions (Beauchamp, 1964:204).
E. Ways of Teaching Vocabulary

In order to be successful in teaching, teachers need to prepare some methods to make the students interested in studying. Considering that the students can easily get bored, the teachers must manage his/her lesson well. Teacher must also be very creative. According to Virginia French, "It is probably true that the most ineffective means of explaining new vocabulary are the most widely, used-these are translation, giving synonym, and providing a verbal explanation. These are occasions when each is appropriate, but occasions when there are more interesting, more effective, and more memorable ways of explaining new vocabulary, and helping to fix it in student’s mind" (1983:101). Harmer said in his book, *The Practice of English Language Teaching* that we have said that vocabulary teaching is as important as the teaching of structure, and in the following example we will look at a range of activities which are designed to teach practice words and their various uses. We will look at presentation, discovery techniques and practice (Harmer, 1991 : 161)

1. Presentation

   There are many of occasions when some form of presentation and/or explanation is the best way to bring new word in to the classroom. We will look at some examples:

   a. Realia.

   One way of presenting words is to bring the things they represent into the classroom- by bringing ‘realia’ into room. Words like ‘postcard’, ‘ruler’, ‘pen’, ‘ball’, etc can obviously be presented in this way. Much of
vocabulary at this stage of children’s learning will consist of concrete nouns. This means that there are plenty of objects can be used to show the meaning. Objects in the classroom can be used or things brought to the classroom. Introducing a new word by showing the real object often helps pupils to memorize the word through visualization.

b. Pictures.

A great deal of vocabulary can be introduced by using illustrations of pictures, either those found in the language learning materials you are using or making your own visual aids, using pictures from magazines and so on. Visual support helps pupil understand the meaning and helps to make the word more memorable. Bringing car in a car, however, is. One solution is the use of picture.

c. Mime, action, and gesture.

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Concepts like running or smoking are easy to present in this way, so are ways of walking, expressions, prepositions (‘to’, ‘toward’, etc) and times (a hand jerked back over the shoulder to represent the past, for example).

d. Contrast

This can be used to teach meaning by considering that words exist because of their sense relations. We can present the meaning of ‘empty’ by
contrasting it with ‘full’, ‘cold’ by contrasting it with ‘hot’, ‘big’ by contrasting it with ‘small’.

2. Discovery Techniques.

Discovery techniques, on the other hand, aim to give students a chance to take charge earlier. What is being suggested is that there is a range of techniques where the teacher gets the students to do most of work. “Discovery techniques used with vocabulary materials allow students to activate their previous knowledge and to share what they know (if they are working with others). They also provoke the kind of interaction with words, which we have said is desirable. Even at beginner levels, however, we may want to ask students to try to work out what words mean, rather than just handing them the meanings: when students have “had go” with the words we can lead feedback sessions to see if they have understood the words correctly (Harmer, 1991:160)

3. Practice

After getting some explanation, we will look at ways of getting students to practice their English to make students more understand. In this section we will look at activities designed to encourage students to use words in an involving ways. (Harmer, 1991: 170). It means that practice can be used to measure how far the students understand what they have learnt. We can do it by giving some exercises including the uses of words.

E. Games

A game is an 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 (Hadfield, 1998: 4). This is summed up very well in Gibbs’ definition (1978: P . 60) of a game as “an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives.” Applying game to teaching, one can see how student playing a game are encouraged to use language to some purpose. (Shelagh,. 1996:viii)

The games make use of a variety of techniques. Variety is important in language teaching, and a session of games based on the same principles. Techniques used include information gap, guessing, searching, matching, exchanging, collecting, combining, arranging, card games, board games, puzzles, and role-play.

One of the techniques in games is card game. According to Hadfield, Card games are familiar game type, where the aim is to be the first round a board, or to collect the most cards, or get rid of the cards first. The cards and squares on the board are used as a stimulus to provoke a communication exchange.(Hadfield, 1998:5)
CHAPTER III

DISCUSSION

A. The Description of SDN Jaten 03 Karanganyar

1. SD Negeri Jaten 03 Karanganyar

SDN Jaten 03 Karanganyar was built on 17 April 1974 and stand on the area of about 4.350 m². The school is located at Jalan Solo – Tawangmangu Km. 9, Jaten subdistrict, Karanganyar Regency. Its location is also in the edge of highway with the distance of about 4 kilometers to the east of Sebelas Maret University. It is in the west of PT. Gunung Subur, the only one tea factory in Surakarta to be exact. The area is also near the elite housing of Perum Josojoyo, Dalem Asri, UNS lectures housing, etc.

The school was officially declared by Mr. R. Indriyo Jatmo Pranoto. Since 1974 until 2003 SDN Jaten 03 had experienced headmaster turnover for three times, namely:

1. Year 1974 until 1986 was Hj. Soepadmi
2. Year 1986 until 1994 was Dra. Sri Hartinah
3. Year 1994 until 2005 was Purwanti, BA
4. From January until Juni 2006 was Drs. Agus Sabtono
5. From July 2006 until now is Hj. Endang Widowati, S.Pd

The building is divided into six. The first building or main building is divided into several rooms: they are six classrooms, headmaster’s room, teacher’s room, medical room, computer laboratory, and mosque and clerk
room. The second rooms consist of five rooms; they are four classrooms and a religion room. Two official’s houses, storage, and a school canteen, two classrooms, are in the third building. While in the fourth building there are three classroom, five bathrooms and a room used for keeping sport equipment, realia and doing practices. The fifth building is a library. The library is large enough and very comfortable. It is completed with many facilities such as many kinds of books, fan, computer, tables, shoes rack, etc. And the last building is a large meeting room. It is also usually used for some extracurricular activities.

SD Negeri Jaten 03 has 780 students. Every grade is divided into three: A, B, C. There are 18 class teachers who are responsible to lead and handle teaching and learning activity. However, there are subject that are taught by special teachers such as sport, English, religion, and information technology.

The structural organization of SDN Jaten 03 can be drawn as follows:
2. The Vision and Mission of SDN Jaten 03 Karanganyar

   a. The vision of SDN 03 Jaten is:
      
      Creating the students to be pious, to have good achievement, and good knowledge.
   
   b. The missions of SD Negeri Jaten 03 Karanganyar are:
      
      1. To create the atmosphere for the students interested in learning at both school and home.
      2. To conduct the reached achievement of students.
      3. To be the device of student’s skill developing.
      4. To establish the smart human beings, competent, believing, pious, healthy spiritually and physically and be able to stand alone.
      5. To implant Three Education Orientations to School.

   **B. Some Observations when Doing the Job Training**

1. Class observation

   In order to get the adequate data, the writer observed the condition and situation of teaching and learning process in the 1\textsuperscript{st} grade students of SD Negeri Jaten 03. 1\textsuperscript{st} grade is a part of SD Negeri Jaten 03 Karanganyar institution where the material of teaching vocabulary is the first for the students. They are introduced to the new vocabulary of alphabet, number, fruit, colors, etc. The first grade consist about 130 students, aged between 6-7 years. The 1\textsuperscript{st} grade in this school is divided into three classes. Those are 1A, 1B, and 1C.
Each classroom is completed with many facilities to help the student in studying and keeping the classroom clean. There are twenty two desks, forty six chairs, one blackboard, one education television, eight pictures, four lamps, one fan, one teacher’s desk, one teacher’s cupboard, and a shelf for keeping the classroom cleanliness, every classroom has complete equipment such as broom, duster, etc.

The students in 1st grade are noisy. Sometimes the teachers have any difficulties in controlling them. However, the teachers always find an attractive way to calm them down by giving a gift or light punishment. The daily activity of teaching and learning in 1st grade in SD Negeri Jaten 03 is very attractive. The teachers arrange and plan his/her lesson as effective as possible.

2. Class Activities

Teaching and learning process in SD Negeri Jaten 03 Karanganyar begins at 7 a.m. For English lesson, the teacher has an hour in a week. The teacher is also given an hour in a week as additional time usually held after a school time has finished. When the class starts, the teacher greets the student, for example:

Teacher : “Good morning students?”
Students : “Good morning Miss…”
Teacher : “How are you today?”
Students : “I am fine, thank you. And you?”
Teacher : “I am very well, thank you.”
This activity is done at beginning of the teaching and learning activity. It can make the students relax in facing the learning. Then, usually the teacher gives some questions related to the last lesson to the students. This is aimed at to check have the students already understood or not. When the students could answer the questions well, the teacher goes on the next lesson. However, if there are some students having not understood yet, the teacher has to explain the lesson in more detail. Sometimes the teacher gives explanation about the lesson which is she prepared before. The teacher always asks the students to participate in discussing the lesson. The teacher not only explains the material but also give the students an attractive activity such as game in order to make them will not be bored immediately.

3. Lesson Plan

Teaching activities are not easy things for a teacher, especially in teaching children. The teacher should have a plan to organize the activities of teaching and learning. It is an important guide in order to reach the purposes. It is called lesson plan. Lesson plan is a list which content of topic, sub topic, time, material, etc. It must have Building Knowledge of Field, Modeling, Joint construction, and independence construction.

There are some advantages by making a lesson plan. It helps the teachers to make the points that will be taught periodically, it can be a reminder if the teacher forgets the materials that will be taught, and also it makes the students prepare the material to understand it easier. So, the teacher uses the time effectively and efficiently.
Some teachers in SDN Jaten 03 make lesson plan before having class. Usually they just write the outline containing what they are going to do in giving the materials. They arrange a lesson plan referring to the lesson book and the curriculum. Sometimes they insert an attractive in their teaching.

4. Intracurricular and Extracurricular Activity

Intracurricular activities include what are the activities becoming the habit in daily activities. Intracurricular activities in SDN Jaten 03 are as follows:

- For first grade is started at 07.00-10.40
- For second grade is started at 10.40-13.40
- For third grade is started at 07.00-12.40
- For fourth grade is started at 07.00-12.40
- For fifth grade is started at 07.00-12.40
- For sixth grade is started at 07.00-12.40

The others intracurricular activities are:

a) From the beginning of going to school at 07.00 a.m. until at the end of learning the students are not allowed to go out of school yard.

b) Marching in front of the classroom.

c) Entering the classroom orderly.

d) Praying together guided by the teacher or chairman.

e) Learning activity.

f) Doing the closing prayer at the end of learning orderly continued by handshake.
While to develop the students’ talent and skill, there are some extra curricular activities in SDN Jaten 03, they are:

a. Scout, for 3rd grade – 6th grade held once in a week on Friday at 14.30-16.00.

b. Gamelan music, for 3rd grade – 6th grades held twice a week on Tuesday and Thursday at 14.30-16.00.

c. Marching Band, every Saturday at 14.30-16.30.

d. Sport, for 3rd grade – 6th grades every Sunday.

e. Drawing, every Monday at 02.00 p.m.

f. Music, every Wednesday at 14.30-16.00.

g. Tae Kwondo

h. Islamic music

i. Little doctor

j. Dancing

C. Material Preparation

Before doing the job training, the writer interviewed the teacher about the writer’s duty in doing the teaching. In SDN Jaten 03, especially 1st grade book that is used as handbook is Fokus published by CV. Sindhunata. The teacher allowed the writer to use the others sources for teaching, of course related to the curriculum. One of the topics the teacher pointed to be taught by the writer is “colours”. It is the topic the writer would like to discuss in this final project report. The teacher also gave the syllabus containing material suggested and the
theoretical information to the writer as the reference. Below is the syllabus, which
will be discussed in this final project report:

Level : 1st grade of Elementary School

Topic : Color

Standard of Competence : Communicating orally in a simple discourse

Presented in playing atmosphere physically or /

And verbally.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Topic</th>
<th>Language function</th>
<th>Language forms</th>
<th>Key words</th>
</tr>
</thead>
</table>
| 1. Listening understanding and giving response to greeting, instruction, and short and very simple information physically or/ and verbally. | colours | Showing the color appropriate with the information listened. | - That is a blue book  
- This is a blue book | Black, yellow, white, red, green, blue, purple, brown, pink, grey. |
| 2. Speaking expressing word or simple phrase having been taught well. | | - Mentioning the name of something and its color.  
- Identifying the vocabulary related to the colors | | |

The writer also made some preparation for teaching such as book, arranging lesson plan and preparation for doing some alternative activities. The
writer also brought *Elementary Vocabulary Games Book* and *Active English SD 1* in teaching.

**D. The Process of Teaching Vocabulary in 1st Grade**


When doing the teaching vocabulary, the writer divided her process of teaching into three, they are:

1. Warming up
2. Presentation
3. Production

In order to make the explanation become clearer, the writer used Bahasa Indonesia to deliver the material. Sometimes, the writer used English in class to make the students accustomed to it.

1. **Warming Up**

The first step in teaching process is warming up. It is needed to catch the student’s attention. So that it should be done as interesting as possible. At this stage, the writer presented the new material by giving some questions. In order to introduce the theme or topic what would be discussed the writer built their knowledge of field. This motivating strategy was done by the writer by asking the student about kinds of colors.

*The writer*: “What color is this pen?” *(The writer showed a blue pen)*

*The students*: “Blue…” *(The students answered loudly).*
Then, the writer appointed one of the students to come in front of the class. Next, the writer asked the students what color the appointed students’ watch and shoe is.

The writer : “What color is Anggawa’s watch?”

The students : “brown....”

The writer : “What colour is Anggawa’s shoe?”

The students : ”black....”

Then, the writer asked the colour of sky as follow:

The writer: “what colour of the sky?”

The students: “blue....”

The writer also asked the others kinds of colors to the students. They spontaneously answered and mentioned it one by one. And then the writer wrote down them on the blackboard in both Bahasa Indonesia and English. Therefore, by giving the questions in presenting the new material without mention the topic, the student would know what the material would be taught automatically. Then, they will be focused on the topic.

2. Presentation

After directing the student’s attention to the topic, the writer went on to the next step by doing presentation. The writer explained the material. Firstly, the writer showed ten flashcards containing kinds of colors. She read the name of colors one by one and asked the students to repeat after her loudly. Then the...
writer showed dialogue text in focus on page 12. The writer read it and asked the students to repeat after her. Next, the writer let the students to discuss it.

After that, the writer showed some pictures and asked its colour to the students

The writer : “What colour is it?”
The students : “green.”

The writer:”what color is it?”
The students:”red”

The writer also explained the students about how to mention colour of the things.

*) It is a ...(colour)... ...(things)....

Example: 1. It is a red pencil. (ini adalah sebuah pensil merah)

2. It is a blue ruler. (ini adalah sebuah pinggaris biru)
The next step done by the writer was leading the students to match the picture with the colour in *Fokus* on page 15. As the modeling, the writer also drawn some pictures and asked the students to color in them with the colors as the writer asked to. In doing that the students must listen to the writer carefully.

**3. Production**

After the students had known kinds of the color and could use the language function –identifying colour and mention colour of the things- then the writer did the material memorizing. It is the important in the teaching vocabulary. The writer used card games to help the students memorized the material, which had been taught before and made them fun in teaching process. This game is called a communicate game which goal is not linguistic function: successful completion of the game involved carrying out a task such as exchanging information, filling in a picture or chart, or finding two matching cards, rather than correct production of language. In other words, in this type of game the emphasis is not so much on absolute correctness as on the overall message of player’s language. Can they give a clear description, or can they follow a set of instructions, for example? Success is judged by the out come of what is said rather than by its form. However, it should not be taught that communication games do not improve correctness. Firstly, language that is too distorted by mistake will fail communicate anything, and secondly, the range of language needed in many of these games can be limited so that students are repeating structure many times.
In doing this game, the writer prepared 14 sets of the 24 coloured paint cards. The colours in every set of the cards are: black, blue, brown, green, grey, mauve, orange, pink, purple, red, white and yellow.

She divided the class into groups of 3 and gave them a set of 24 paint cards. Secondly, the writer asked the groups to deal out all the cards. Each player should keep his cards in a pile face down in front of him. The game was played like “snap”: each player in turn took the top card from his pile and place it face up in the middle. Then, when two cards the same follow one another, the first player to shout the name of the colour can collect up the pile of the cards and add them to their own pile. This game is finished when one player has all the cards.

This game was really attractive. It could build the students to do the competition things. The writer not only gave the rule or instruction, the students were asked to apply it by playing the card game as well. By doing this game, the students could mention something and its color orally. The students could give information about the color of things. The students could also apply the new vocabularies directly.

E. Gaming is Fun

A game is really fun and enjoyable to do. Remembering children always love some funny activities, this final project report also discusses about how fun and effective the use of a game is in teaching vocabulary to children.
This game included the using of cards and matching activity, and become part of their individual word store. They are not only attractive but also influence turn taking in a game. Having each player take a card is one way of making sure that each person in a game has a turn in which he leads the group and that opportunities to speak are evenly distributed. Cards, of course, also give students something to talk about. Without such physical means of structuring moves and providing subject matter, students left to them can find that some members of the group dominate, or that there are long silences while everybody tries to think whose turn it is. So through card game could give a chance for each player to practice the language function becoming the main objective of language learning.

To build another way in teaching vocabulary, the writer created another game using the same tool: cards. For example, the writer prepared one set of colors card. She copied and cut them up for each group of 3-4 students. She also brought into the class eleven objects, one for each of the colors on the cards. Those objects are: a red hat, a blue pen, a white rose, a purple ruler, a black jacket, a yellow book, a green leaf, a brown pencil, a grey pocket, a pink eraser and an orange ball. The writer prepared forty one set of color cards because she would divided the class into group of 3.

Firstly, the writer divided the class into groups of 3. She gave each group a set of colors cards. Secondly, the writer placed the objects at the front of the room where the students could see them. She asked the groups to place
the cards face down on the table and to take it in turns to turn them up one at a time.

Third, the first player had to say the name of the correct object when the card is turned up may keep the card. For example, the first player took a card containing yellow color, she/he must match it with the appropriate object: a yellow book, she/he should say, “This is a yellow book”. The player with most cards at the end is the winner.

The game worked well. It proved that the games are fun. From the game, the writer could make the situation become fun. Beside that, the writer could easily handle the class especially the students’ attention.

Moreover, the games are effective activity in teaching vocabulary. This activity can help the students’ psychological learning process. It is really helpful to memorize they learn. It also encourages students to interact and communicate. So through the games the students can create a meaningful context for language use.
A. Conclusions

After accomplishing this job training report, there are some conclusions that could be drawn based on the discussion in chapter III. The conclusions are as follows:

The process of using card games in teaching vocabulary consist of three steps; warming up, presentation, and production. The card games themselves were held in the production step where the students did this activity happily and cooperatively. The writer explained the rules or the instructions previously. To hold this game, the writer divided the class into groups of 3. And then she gave each group a set of color cards placed face down on the table and asked them to take it in turns. Each player had to match the color with the objects the writer placed in front of class and say it in a sentence. It was the effective way in teaching vocabulary because it can help the students to memorize the material well.

Making the situation become interesting is the teacher’s job. From a set of card, several games could be created easily. To make it more attractive, the writer could change the rule into another way. She asked the students to draw six circles and write down the different name of colors inside the circles. Then she
divided the class into half, one half remaining seated while the other standing up. After that she distributed the crayon cards evenly among the remaining seated group. Next, she got the other to go around and ask to the students having the crayon cards until she/he had all six of crayons she/he needed to color her/his circles. This game was aimed at encouraging the students to communicate. Creativity is the priority in this job remembering that the young learners always love some funny activities such as a game. It is happily and effective than just to sit quietly accepting the theory.

B. Recommendations

Based on the conclusions that have been given previously, the writer wants to give some recommendations as follows:

1. to the institution, SD Negeri Jaten 03,

   One of the facilities that support the process of teaching vocabulary is the use of game tools. The contents of the games taken from Elementary Vocabulary Games book are not enough to cover the teaching material. The book only provides some card games that have to be done by the students. It will be better if the institution provides not only card games but also any kinds of game tool such as puzzle boxes, mini things imitation, walkie talkie, etc that can support the learning of
the students. It is hoped that using games in vocabulary teaching can help the students to lose their boredom and motivated them to learn more

2. to the English Diploma Program,

It is important for the program to have relation with other institution to help the students to do the job training. So, the students can be monitored easily. It is also important to improve the facility that students need in doing the final project such as reference books.
BIBLIOGRAPHY

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Other References:


LESSON PLAN

Level: 1st grade of elementary school
Topic: colors

1. Warming Up

   a. Greeting the students
   b. Making some questions
      Example: - What color is this pen?
                - What color is Anggawa’s Watch?
                - What color is Anggawa’s shoe?
                - What color is the sky?
                - What the others color you know? (in Bahasa Indonesia)

2. Presentation

   a. Stating the colours in English and commanding the students to speak
      loudly about them by showing a picture containing colours.
   b. Reading the text on Fokus page 12 and asking the students to repeat and
      then discussing contain of dialogue text.
   c. Showing some pictures (a green apple and a red car) and asking its color to
      the students.
   d. Explaining the students about how to mention colour of things and giving
      the examples.
      It is a...(colour)... ...(things)...
      Example: 1. It is a red pencil. (ini adalah sebuah pensil merah)
               2. It is a blue ruler. (ini adalah sebuah penggaris biru)
   e. Leading the students to match the picture with the colour in Fokus on page
      15.
f. Asking the students to colour in the pictures with the color the teacher asks to. (in active English SD 1 on page 41)

3. Production

Joint constructions by giving games are as follows:

**Game 1**
1. Dividing the class into groups of three
2. Giving each group a set of 24 paint cards
3. Asking them to deal out all the cards.
4. Asking each player to keep his/her cards in a pile face down in front of her/his. And then each player in turn took the top card from his pile and place it face up in the middle. When two cards the same follow one another, the first player to shout the name of the colour can collect up the pile of cards and add them to their own pile. The game was finished when one player has all the cards.

**Game 2**
1. Dividing the class into groups of 3
2. Giving each group a set of color cards.
3. Placing the eleven different colored objects at the front of the room where the students could see them.
4. Asking the groups to place the cards face down on the table and to take it in turns to turn them up one at a time.
5. Asking the first player to say the name of the correct object when the card is turned up may keep the card.
6. The winner was the player with most cards at the end.
4. Follow Up

- Reviewing the lesson by asking the students to mention the names of colour in English clearly.
- Showing a picture and asking the students to mention its name and colour correctly.
- Asking the students to make homework by completing the sentences in Active English SD I on page 45.
I have a new hat. My hat is yellow.

Look at my father's horse! That is a black horse.

Is it your book? Yes, it is.

Do you have a radio? Yes, I do.

What colour is it? It is grey.

What colour is your radio? It is green.