

THE EFFECTIVENESS OF USING GAMES IN TEACHING VOCABULARY TO THE THIRD GRADE STUDENTS OF SD TA'MIRUL ISLAM SURAKARTA



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

Asti Mayasari
C9306107

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APPROVAL OF SUPERVISOR

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Name : Asti Mayasari

NIM : C9306107

Supervisor:

Prof. Drs. M.R. Nababan, M.Ed, M.A.,Ph.D,

NIP. 19630328 1992 011 001

APPROVAL OF THE BOARD OF EXAMINERS

Report Title : THE EFFECTIVENESS OF USING GAMES IN
TEACHING VOCABULARY TO THE THIRD GRADE
STUDENTS OF SD TA'MIRUL ISLAM SURAKARTA

Student's name : Asti Mayasari
NIM : C9306107
Examination Date : July 30, 2009

**Accepted and Approved by the Board of Examiners,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University**

The Board of Examiners

1. Yusuf Kurniawan, SS, MA (.....)
Chairperson NIP. 19711130 1999 031 001
2. M. Taufiq Al Makmun,SS (.....)
Secretary NIP. 19780627 2005 011 003
3. Prof. Drs. M.R. Nababan, M.Ed, M.A.,Ph.D (.....)
Main Examiner NIP. 19630328 1992 011 001

Faculty of Letters and Fine Arts,
Sebelas Maret University
Dean,

Drs. Sudarno, MA
NIP. 19530314 1985 061 001

MOTTO

Experience is the best teachers

Human's spirit will never be stopped when he is beaten. It will be stop

when he is give up (Ancient China proverb)

Man proposes, God disposes

DEDICATION

This final project is dedicated to:

My Beloved Mom and Dad

My Brothers and Sister

All of My Friends

SD Ta'mirul Islam Surakarta

PREFACE

Firstly the writer would like to thank Allah SWT who has given her lots of bless and grace therefore she can finish her final project. Secondly, she would like to thank all people who give her a lot of support, guidance, and spirit in the making and finishing this final project entitled “The Effectiveness of Using Games in Teaching Vocabulary to The Third Grade Students of SD Ta’mirul Islam Surakarta”.

In this final project the writer puts using games in teaching vocabulary as the focus. She also discusses the effectiveness of using games in teaching vocabulary.

Finally, the writer realizes that this final project is far from being perfect. For that reason she would like to invite suggestions and opinions from the readers in order to make this report better. She hoped the readers can get advantages from this report.

ACKNOWLEDGMENT

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5. English Teachers of SD Ta'mirul Islam Surakarta, Miss Zulfa Kamila and Miss Ana Safitri, for patience, cooperation, and guidance in my job training activities.
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Surakarta, July 2009

Asti Mayasari

ABSTRACT

ASTI MAYASARI, 2009, THE EFFECTIVENESS OF USING GAMES IN TEACHING VOCABULARY TO THE THIRD GRADE STUDENTS OF SD TA'MIRUL ISLAM SURAKARTA, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the writer's job training activities as an English teacher in SD Ta'mirul Islam Surakarta. She puts using of games in teaching vocabulary as the focus. She also discusses the effectiveness of using games in teaching vocabulary.

She could write this final project completely through the process of observing, assisting the teacher and practicing to teach English to third grade students. She teaches English vocabulary by using games.

She made lesson plan to support and backup the teaching process. It contains three parts, they are: pre-teaching, main teaching, and post teaching. On Pre-teaching she does greeting and brainstorming. On main teaching, presentation is being done, and game is given to the students. She also does the production stage on Main teaching, by giving students some exercises taken from Speed Up English book or task made by her. After giving task to students, she asks them to sing together, the titled is "If you're Happy", in order to attract the students attention pointed at her. On post teaching she reviews all the material she gave.

There are two kinds of games that she gives to students; they are Miming Games and Reading Competition Games. These games are given on Main Teaching, after she presents the material to students.

She found the effectiveness of using games in teaching vocabulary. They are: pump up the student's spirit to follow the lesson, control the class condition, make students faster to know the vocabulary well, help the students to more understand and memorize the material.

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CHAPTER I

INTRODUCTION

a. Background

Nowadays English becomes the most important language in human society. It is a world wide language. Every international meeting, such as Asia Africa Summit, G-20 Summit, and United Nation's meeting, etc, uses it as the speech companion. The need to master English is now at high level. Everyone has a big encourage learning it, because someone who has this ability is much more being appreciated than someone who only can speak on his mother tongue. In reaction, Indonesian Government does an action by putting in English as a primary lesson in elementary schools.

Teaching English to children is better being done as early as possible. At four to eleven years old of age, children ability to learn other language beside his mother tongue is absolutely on the bright condition. They are able to accept the new language more easily than an adult person.

Vocabulary is one of important parts of a language. If we know a lot of vocabularies, it will be easier to us to understand and at the end use this new language. Teaching vocabulary to young learner becomes another challenge to teacher, because young learners have never known this new language before.

Because of these challenges, the writer who has done job training as an English teacher in SD Ta'mirul Islam, puts in this topic to fulfill her duty to write a final project entitled, "**The Effectiveness of Using Games in Teaching Vocabulary to The Third Grade Students of SD Ta'mirul Islam Surakarta**".

B. Objectives

The objectives of choosing that topic are as follow:

1. To describe the process of teaching vocabulary using games to third grade students of SD Ta'mirul Islam Surakarta.
2. To identify the effectiveness of using games in teaching vocabulary to third grade students of SD Ta'mirul Islam Surakarta.

C. Benefits

The writer hopes this final project will be useful for:

1. English Diploma Students of Faculty of Letter and Fine Arts, Sebelas Maret University as a reference for making their final project and doing the job training.
2. The English teachers of SD Ta'mirul Islam Surakarta as a suggestion of a variation in teaching vocabulary to young learners.
3. The readers as knowledge of a variation way in teaching vocabulary to young learners.

CHAPTER II

LITERATURE REVIEW

A. Teaching to Young Learners

According to Brown, teaching is actions of guiding and facilitating learning that enable learners to learn and help them to set condition of learn (Brown, 2000:7). Teacher has a role to control the learning process. He must set the condition of learning in order to make a successful learning process. He must carry out his duty, by preparing lesson plan, giving attention to students, and teaching the material as well. Besides teacher, learner also has a role in it. Learner must pay attention and follow the teaching process spiritedly. Teaching learning process will not occur successfully if these two main parties do not do their role well.

Teaching and learning as essential social activities imply role relationship between teacher and learners, learners and learners. (Wright, 1987:10) Therefore a learner has a bigger role in the successful of teaching learning process. Teaching learning process will be failed if a learner does not have a willingness to follow the lesson,

Based on Sarah Philips' books entitled "Young Learner", young learner is children whose age is five or six years old (: the first year of formal schooling) to eleven or twelve years old. Teaching to young learners is different from teaching to a grown-up person. A grown-up person can make a decision and think of

himself. He can be a good learner if he wants to.

Young Learner is inexperienced and immature. He will not be a good learner: looking for the other source in library and asking difficult task to teacher, by his own willingness. He will accept what teacher said if teacher has good attraction enough to attract his attention. He can be a good or a bad student depending on teacher's way of teaching.

If someone wants to teach young learners, he has to understand them well, by knowing the characteristic of young learners. (Petersen, 1961: 44) Young learners have their own characteristics which are different one to another. There are some of good students, they pay attention and follow the lesson well. There are some bad students who need extra attention than the others. How teacher understand them is the most important things in order to reach the success of teaching process to young learners.

B. Vocabulary

Vocabulary is the total number of words in a language. (Hornby, 1995:1331) It is the important substance of a language. Communication breaks down when people do not use the words well. Through research by the scholars, it is found that lexical problems frequently interfere with communication. (Allens, 1983:5). Communication could stop when learners lack the necessary words.

Vocabulary is important substance in a language. It is the basic ability which must be achieved to master a language. Firstly teacher must introduce the vocabulary as much as possible to students. By time goes by their vocabulary

ability will increase. When their vocabulary ability is on good level, they can use the language to communicate. Thornbury says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Thornbury, 2002:13). Nothing we can do to understand the language and make a communication using it, when we lack of vocabulary.

C. Games

Games in the language classroom help children to see learning English as enjoyable and rewarding. (Phillips, 1993:85) It is a good way to teach English to young learners. They fell happy, and it makes them interested in the learning process. When someone feels happy and has big encouraged in learning English, he will not realize that the teacher is teaching him. A relax atmosphere which is created by using games, makes students remember things faster and better (Wierus and Wierus 1994:218). Young learners sometimes easily to feels bored. Games can heal it.

Games can be used to practice in all language skills and to practice many kinds of communication (<http://TESLJanotherjournal.org/>) Young learners are very interested in joining a games, they will follow the game rules and accompany it happily. A shy student is also joining the activities cheerily.

In conclusion, games make the class more active in practicing language and applying materials. However students are not realizing that a game is part of studying.

D. Teaching Vocabulary Using Games to Young Learners

Teaching vocabulary to young learners is started with the things around them. It is because young learners need to make it clear on their mind. The word is something that has to be seen directly, such as things in the classroom, things in the house, boys, girls, etc. After they can see it directly, they can understand the words easily even though it is spoken in foreign language. Then they have a bigger chance to learn new words. (Allens, 1983:7)

There are a lot of ways to teach vocabulary to young learners, one of them is teaching vocabulary through games. It is a very interesting thing. How teacher who puts in material into games is a creative form. Relaxed atmosphere which is created by using games makes students remember things faster and better (Wierus and Wierus 1994:218). Games not only make the teaching-learning process enjoyable but also make the learners learn vocabulary easier. Vocabulary is really unknown thing for young learners. They do not know anything about it. Therefore by games, they have to use it because they need it to join the games. David Cross said, "Games should not be thought that playing with words is loss of learning time. By concentrating and listening intensively the students acquire a great deal of language, but quite unconsciously". (Cross, 1995:163).

In conclusion, teaching vocabulary using games is an interesting and effective way to practice, learn and review the vocabulary materials though students do not realize that it is a part of studying.

CHAPTER III

DISCUSSION

A. SD Ta'mirul Islam Surakarta

1. Description of SD Ta'mirul Islam Surakarta

SD Ta'mirul Islam Surakarta is a famous Islamic private school in Surakarta. It was famous for its great achievements in National Test every year, such as last year, 2007/2008 education year SD Ta'mirul Islam Surakarta got the first rank for UAN (: National Examination) in sub district and city.

SD Ta'mirul Islam Surakarta is located on Jl. Dr.Wahidin no.36 Surakarta. It was built in 1968 under Ta'mirul Tegalsari Mosque Surakarta Institution.

SD Ta'mirul Islam Surakarta has three buildings consisting of twenty two classrooms. The first building has two floors. The first floor is for office, and grade IA, IB, IC classrooms. The second floor is for Grade IIIA-IIIE classrooms. Second and third buildings have three floors. It is for classrooms and Computer laboratory. For more detail you may look at appendices. (Appendices 1.1)

SD Ta'mirul Islam Surakarta does the full day system with 5 days teaching learning activities.

Vision:

To overcome and shape students who have good character, achievement, global science knowledge, which are based on faith to Allah S.W.T

Mission:

1. Grow understanding and Islam law.
2. Do an active, effective, creative and fun learning.
3. Create situation conducive that makes school activities going well.
4. Grow competitive habit in order to increase the achievement
5. Make harmonic cooperation between school societies.
6. Continue and improve Science, language, sport, culture appropriate to talent, interest, and potential of students.
7. Improve patriotic personal.

2. Organization

SD Ta'mirul Islam Surakarta is lead by a Headmaster, Drs. Bandung Gunadi. Headmaster is under supervision of Ta'mirul Tegalsari Mosque Surakarta Institution, and has the equivalent position with adviser and school committee. For more detail you may look the chart organization of SD Ta'mirul Islam Surakarta at appendices. (Appendices 1.10)

SD Ta'mirul Islam Surakarta has 55 employees, consisting of teachers and school employees. For more detail you may look at the list of teachers and employees of SD Ta'mirul Islam Surakarta at Appendices 1.2

3. Extracurricular

In order to make variation to student's activity at school beside study, SD Ta'mirul Islam Surakarta has some extracurriculars for them.

There are two kinds of Extracurricular, such as:

1. Compulsory Extracurricular

It means students must join it. It is Scout activity.

2. Optional Extracurricular

Students may choose which one he loves to join, such as:

- English
- Badminton
- Karate
- Al Qur'an
- Music Ensemble, etc.

4. Facilities

Facilities are any form of things useful to support learning activity done by students at school. SD Ta'mirul Islam has complete facilities, such as:

1. Qualified Classrooms.
2. Computer Laboratory.
3. Library.
4. UKS (Healthy room) with doctor and nurse service.
5. Counseling Room.

6. Activity media with audio visual system.
7. Religion, Science, and Social lesson practice tools.
8. Music and gamelan equipment.
9. School yard.
10. Functional field which can be use for basketball or futsal.
11. School canteen.

B. Job Training activities

1. Class Observation and Assistance

Class observation is an activity observing teacher's way in teaching and handling students. The writer's job training activity is started from 1st February to 19th March 2009. It was started by observing teacher in a week. She observed how teacher taught and managed classroom. The writer accompanied the teacher, paid attention and took a note of teaching English activities from 1st to 6th grade of SD Ta'mirul Islam Surakarta.

There are two English teachers at SD Ta'mirul Islam Surakarta, they are Zulfa Kamila, S.pd and Ana Safitri, S.pd. Zulfa Kamila, S.pd teaches English to 4th until 6th grade class. Ana Safitri, S.pd teaches English to 3rd grade class. And for 1st and 2nd class is taught by both of them.

However at the beginning the writer has decided to take third grade as her focus in doing apprentice. Teacher suggested observing all of grade in order to know the problems in teaching and different characteristic of all students.

From observation in a week, the writer started to know that every grade has different typical, such as first and second grade are transfer stage from kindergarten, they want extra attention. That is why they are taught by two teachers. Third and fourth grade are more being calm down, they are ready to know, that in class they have to listen and pay attention to teacher. Fifth grade is the noisiest class. Sixth grade is the most noticed class.

Third grade is divided into five classes; they are IIIA, IIIB, IIIC, IIID, and IIIE. It consists of around 40 to 43 students. The students have willingness to follow the lesson. When bell is ringing as sign that class starts to begin, they directly enter the classroom and prepare the lesson. The teacher' voice is loud. Students are paying attention to her as well. The teaching process was started by greeting to students.

Teacher : Assalamu alaikum wr.wb

Students : Wa 'alaikum salam wr.wb

Teacher : Good morning students

Students : Good Morning Miss Ana

Teachers : How are you today?

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

Teachers : I am very well. Thank You.

After that teacher reviewed the last materials, or if there is homework, students have to collect it, and it will be scored. Something that becomes writer attention is teacher draws a star when students get the best score: 100. Students look very happy when they got a star. Started from that, the writer tries to draw her star.

Next teacher presented materials and wrote it on whiteboard with continued upright writing. It makes the writer surprised, because since very long time ago, she has never written using it. She forgot how to write it. Therefore at home, she learned how to write it.

After a week observation, teacher suggested the writer to be her assistant. The assistant tasks are: helping students when they did not know the task given by teacher, distributing test book, and learning how to give score. Assistance stage has some advantages to the writer. She knew more about the students, and she was also learning how to handle them.

2. Lesson Plan

Lesson plan is a teacher-developed and teacher-written study plan that guides instruction. It contains an outline of the important points of a lesson arranged in.

(natomagroup.com/basecamp/infodev/tpdhandbook/Glossary.doc)

Lesson plan is an important substance in a teaching process, absolutely for beginner teacher. Lesson Plan helps teacher to focus on her teaching purpose. If a beginner teacher, like the writer, does not use lesson plan, the teaching process will not run well, and its purpose will be unreachable.

The writer' Lesson Plan in general:

1. Pre-Teaching:
 - a. Greeting
 - b. Brainstorming: Teacher asks some questions related to the material.
2. Main teaching
 - a. Presentation: Teacher presents and explains the materials to the students.
 - b. Produce: Teacher gives task to students on student's book.
3. Post-teaching

Teacher reviews the materials by asking some questions related to material presented on presentation.

The writer gets the material to make lesson plan from student's book, entitled "Speed up English 3". Therefore, the material she gave is appropriate to student's condition.

C. Discussion

1. Teaching Process at Third grade of SD Ta'mirul Islam Surakarta

On this final report the writer wrote her experience on having job training as English teacher to teach third grade students of SD Ta'mirul Islam Surakarta. She taught vocabulary using fun way by using games. The time is 10 minutes for pre teaching, 50 minutes for main teaching, and 10 minutes for post teaching. Below is the teaching process she has done.

Material: Occupation. Time: 70 minutes

Three meeting

1. Pre teaching

a. Greeting

Teaching process began with greeting

Teacher : Assalamu alaikum wr.wb

Students : Wassalamu 'alaikum wr.wb

Teacher : Good Morning Class.

Students : Good Morning miss Maya.

Teacher : How are you today?

Students : I am fine, thank You, and you?

Teacher : I am fine too. Thank You.

b. Brain storming

After greeting, the writer did brain storming, by asking some questions related to the material. The material is Occupation, therefore she asks:

- Teacher : "Do you have a dream?" (They do not understand about dream, therefore she explained that dream in Indonesia means "cita-cita")
- The students : "Yes, I have".
- Teacher : "What is it?" "Someone who wants to answer the question has to raise his hands". (She practices to raise her hand)
- A student : "Doctor"
- Other Student : "Teacher"
- Teacher : "Yeah, that's good. Does anyone have a dream to be a farmer?"
- Students : "No...."
- Teacher : "Why? If there is no Farmer, there will be no food for us. We can not eat."
- Students : "My father is a farmer"
- Teacher : "ow, that's a good job, isn't it friends???"
- Students : "Yeeesss!!"

Then she mentioned some kinds of occupation close to students, such as teacher (by pointing in herself), students (by pointing to all of students) and policeman (by pointing outside school and miming as policeman using his whistle).

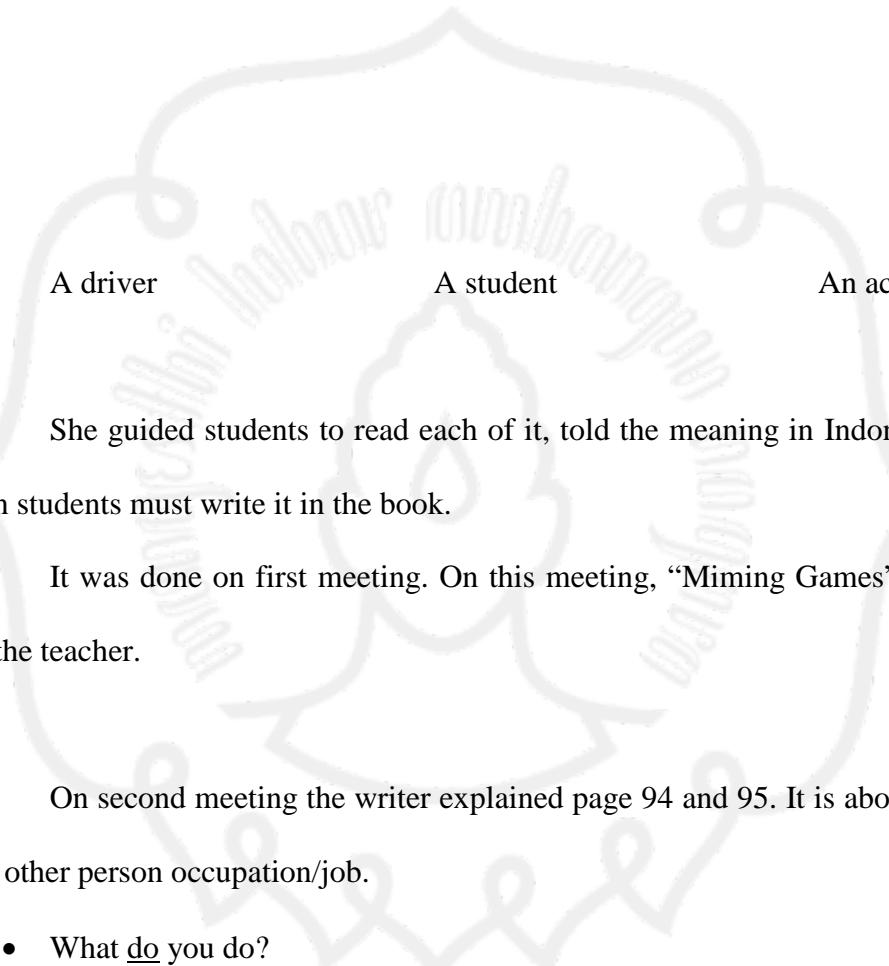
On second and third meeting, greeting is the same. On second meeting the brainstorming is about student's parent job, and on the third meeting the brainstorming is about asking the last material.

2. Main Teaching

a. Explanation/Presentation

The writer explained all kinds of occupations on books pages 91-93.

Picture



A driver A student An actress

She guided students to read each of it, told the meaning in Indonesia, and then students must write it in the book.

It was done on first meeting. On this meeting, “Miming Games” is given by the teacher.

On second meeting the writer explained page 94 and 95. It is about how to ask other person occupation/job.

- What do you do?

I am a dancer

- What does she do?

She is a florist

On Third meeting the writer explained about how to ask other students job.

On this meeting the writer gave task how to divide the singular and plural subject.

- They are (=pilot)

She told students when the subject is plural; the occupation is using +s/es.

So the answer for the question above is they are pilots

On second and third meeting “Reading Competition Games” is given.

b. Produce

The writer gave some task to the students. On first meeting, the students must do the task on book page 96 and 97. The writer explained how to do the task. Page 96 is listening task, and page 97 is writing task.

They must collect it to the writer, it will be scored. When teacher was scoring, students were free to do anything, they can chat to each other, because teacher did not forbid them to do it. However they have to sit on his desk while the writer was scoring.

On second meeting, the writer gave task on page 98 and wrote some questions on the board. The questions is the same with page 98, the question are as follow:

- do you do?

I am a (= seorang pelaut)

- What she do?

She is (= seorang perawat)

On third meeting, she gave task made by her. It consists of matching and filling essay questions. The task is as follow:

Matching

• An artist

• A sailor

Fill in the blank with the right answer!

- What they do?

They are (=astronot)

- does he do?

He is (= seorang guru)

- What we do?

We are (=pelukis)

To make them did not get bored to the teaching process, after she was scoring and the class become noisy, the writer asked them to sing a song in order to warm the learning condition. The song was "If you're Happy"

If you're Happy

If you're happy and you know it, clap your hands...

If you're happy and you know it, clap your hands...

If you're happy and you know it and you really want to show it,

If you're happy and you know it, clap your hands.

The writer changed the lyrics "clap your hands" to say "hello". This song is useful to attract them to pay attention to her. It was done because when the class became noisy, her voice can not reach whole class room, song is more attracting them. Then when they made mistake they would laugh together and pay attention again

At other meeting the writer gave the song If You're happy but in a variation, by change claps your hands with stomp your feet or say their friends name.

Just like example:

If you're happy and you know it, say Nia...

If you're happy and you know it, say Mahdi...

If you're happy and you know it and you really want to show it,

If you're happy and you know it, say Nabila.....

It is being done in second meeting in order to make a statement to them that I know them. It makes us become closer.

3. Post Teaching

The writer reviewed the material by asking the students about the material she gave.

2. Kinds of Games

A game is an interesting ways to teach English to young learners. They have a big encourage joining it, even tough they do not know, that it is one way to teach them. The writer used these two games to teach vocabulary to third grade students of SD Ta'mirul Islam Surakarta. These games are:

1. Miming Games

Miming Games is a game to introduce students to new vocabulary. The writer gave it on first meeting to drill student's vocabularies of Occupation after she presented to students all of it on presentation.

The rules of miming games are as follow:

1. Teacher miming as a kind of Occupation, for example she is miming as a farmer by pretending as using a hoe.
2. Teacher asks, "Who am I?"
3. Students have to guess what kind occupation it is. Student who knows the answer has to raise his hand to answer it.
4. Teacher gives score by saying 'yup, you're right' while giving him a thumb up for the right answer, and saying 'No, TETOT' while crossing her hands in font of her body for the wrong answer.

5. Teacher continues with several occupations. (: Four kinds of occupations).
6. Next teacher asks some student to miming in front of the class.
7. Then the students start to guess their friends.

Note: The writer as teacher

In this game there is a problem. All of the students want to mime in front of class. Therefore teacher decided to take turns five students to miming in front of the class, then the other students has to guess what it is.

The time she planed to do this game is about 10-15 minutes. But practically because of that problem, these games took around 20 minutes length.

2. Reading Competition

Reading competition is a kind of drilling vocabulary in a fun way. Repetition is an ordinary way to drill vocabulary. Students bored of it.

The rules of this game are:

Note: The writer as teacher

1. Teacher divides the class in to four groups. A group consists of around ten students. (students who sit down in a lines belongs to a group)
2. Teacher asks students to open the book page 91-93.
3. Teacher gives example how to read it. Read the name in English and continue by read it means.

For example:

A doctor = seorang dokter

A farmer = seorang petani

A teacher = seorang guru

A nurse = seorang perawat

4. Teacher together with students read it. Then Teacher told them to read the material (occupation) together in a group in a loud voice.
5. After a group finish reading, Other group give the score by the rules below:



= Score 90



= Score 75



= Score 60

6. Then it continues to the next group.

After the four groups finish reading Occupation with the meaning in Indonesia, the writer asks them to read together a class as a group. Then she gave them two thumbs up (same with 100) in order to pump up their spirit in learning English, and on this score means that she appreciates their willing to read the material spiritedly. She explains to students why they get the best score. It is because of their togetherness, loud voice, and right pronoun.

The writer did not interpret thumb up as “good” and thumb down as “bad”, but she used score in order to minimalist the impact of students using it on daily activity to bully other friends.

This games is absolutely a game which has a purpose to pump up encourage of students to follow the lesson, and makes them not bored with the lesson, and also it is a good way to drill vocabulary. Therefore the score is only as fun achievement; it is not belong to the mark students get. That's why she asks students to give score to their friend, even tough we already know that children's scoring use subjective way.

The writer did these games two times in two meeting. In first meeting they have big encouraged joining this game. At second meeting they have bigger spirit in joining, because they try to fix their score, therefore they organize their team well.

3. The Effectiveness of using games in teaching vocabulary

On the teaching vocabulary process the writer uses games; they are Miming Games and Reading Competition Games. Both games have an advantage to drill the vocabulary in different way beside repetition. Beside that, the games have advantages, such as:

- Pump up the student's spirit to follow the lesson.

At the beginning of lesson, after brainstorming, the writer always tell the students that they will have a game. Their spirit will pump up and they will follow the lesson cheerfully.

- Control the class condition

Students are unique. They are unstable. To control them on the right track, the writer has to attract their attention.

- Make students faster to know the vocabulary well.
- Help the students to more understand and memorize the material.

The writer gives them a task (Appendices 1.8) on the third meeting, consist of matching and fill in the blank questions. Their average score is 89. Moreover when the writer reviewed the material on post teaching, they can answer her question.

In conclusion, using games is effective in teaching vocabulary to third grade students of SD Ta'mirul Islam Surakarta.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion on chapter III, the writer can conclude final project report as follow:

- Third grade students of SD Ta'mirul Islam Surakarta mostly are active students with a good willing in learning a new knowledge, English for instance. Having a loud voice is the most important thing. They will be nice students if they can hear the writer's voice. However they will be bad students when her voice is low and the material is making them bored. Therefore put in games and song is useful to attract their interest, make them not bored with the lesson. On observation and assistance step, the writer found two problems, which have to be resolved, such as teacher voice must reach whole class, and teacher use continued upright writing to write on whiteboard.
- The process of teaching vocabulary using games are:
 - ✓ Pre teaching: the writer did greeting and brainstorming in order to recall student's memory related to the materials.
 - ✓ Main teaching: the writer did presentation and production stage. She presented the materials to students, and then she gave the games, Miming Games and Reading Competition Games. After that she did production stage, by giving students some task.

- ✓ Post teaching: the writer did review on this stage. She reviewed all materials she was given to students by asking some question related to it.
- A game is a useful tool to teach vocabulary. The advantages are:
 - Pump up the student's spirit to follow the lesson
 - Control the class condition
 - Make students faster to know the vocabulary well
 - Help the students to more understand and memorize the material.

B. Suggestion

After doing job training at SD Ta'mirul Islam Surakarta, the writer has suggestion as follow:

- English teacher of SD Ta'mirul Islam Surakarta
 - It would be better if teacher add some variation on her teaching technique. The third grade student ability on English will increase fast.
- SD Ta'mirul Islam Surakarta
 - Teaching with variation needs more equipment to be prepared. SD Ta'mirul Islam should increase facilities to support the English teaching and learning process.
- English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

Maret University

It is a need for English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University to make a relation to other institutions which can accept English diploma student's apprentice. It has a purpose to make an apprentice experience is beneficial for them. Not all of institution accepts English diploma students. That problem can give impact to the quality of apprentice itself. When a students' apprentice institution is not qualified, the quality of the apprentice will not good and does not have advantages to the students.

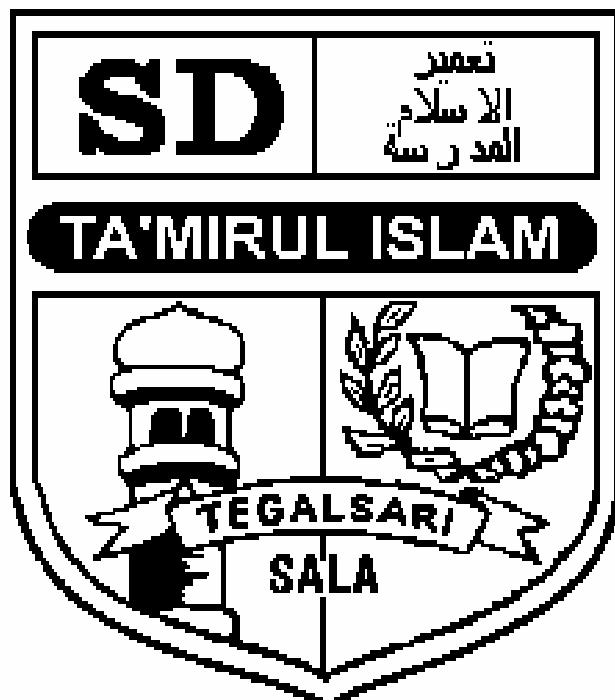
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Appendices



Appendices 1.3 Picture of logo SDTI



Appendices 1.4 School Building of SD Ta'mirul Islam Surakarta



Appendices 1.5 Achievements of SD Ta'mirul Islam Surakarta



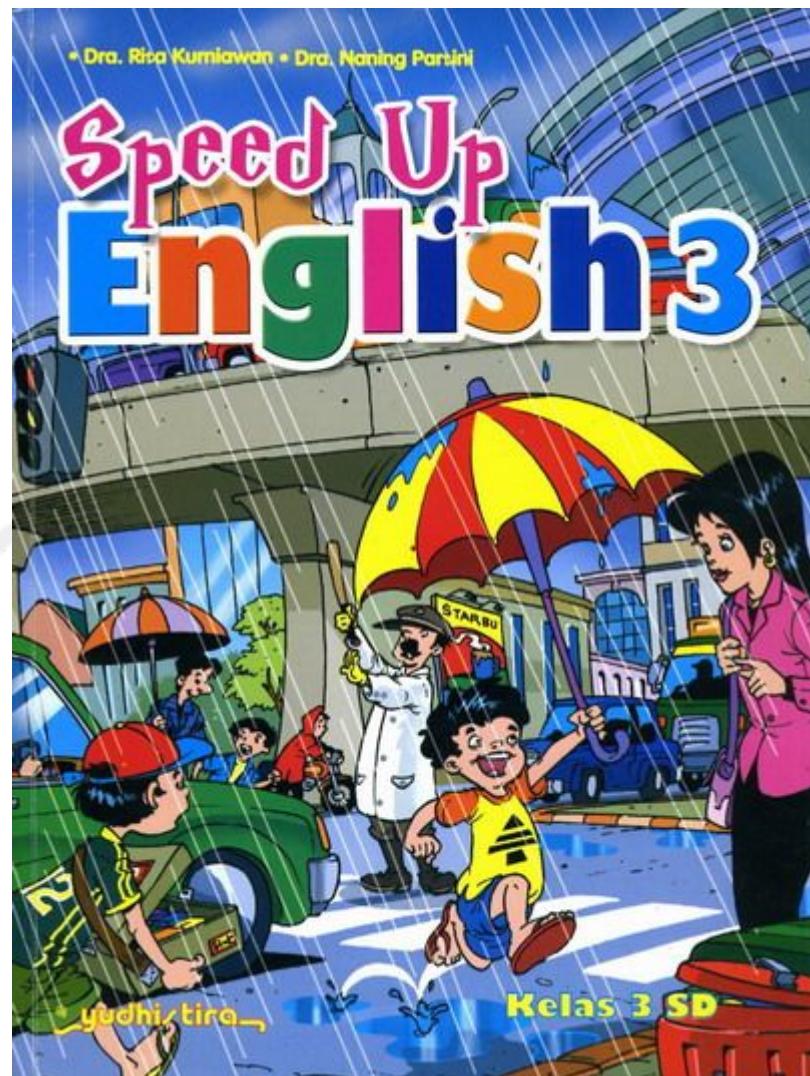
Appendices 1.6 Al Quran Graduations



Appendices 1.7 Learning by using multimedia tools



Appendices 1.8 A task made by the writer



Appendices 1.9 Speed Up English Book