GAMES AND SONGS FOR TEACHING ENGLISH VOCABULARY IN THE FOURTH GRADE STUDENTS OF SDN 03 POJOK, MOJOGEDANG, KARANGANYAR

FINAL PROJECT REPORT
Submitted as a Partial Requirement in Obtaining Degree in the Diploma Program
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Sebelas Maret University

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PREFACE

Bismillahirohmanirohim…

All the praises and thanks are to Allah SWT, because of Him, this Final Project can be finished well.

This Final Project report is entitled the Games and Songs for Teaching English Vocabulary in the Fourth Grade Students of SDN 03 POJOK, Mojogedang, Karanganyar. It is made as a partial requirement on obtaining degree in English Diploma Program, FSSR, UNS.

To make the English teaching and learning in elementary school more enjoyable & effective is not easy as we imagine. It needs some techniques to make the teaching-learning process run well. Therefore, the writer tries to give some input to SDN 03 POJOK to use games and songs to get student’s motivation and attention to learn English.

This report is relatively far from being perfect. Finally, the writer hopes that this Final Project Report is able to give beneficial for everyone.

Surakarta, July 2008

Eny Ulfah Iswardani
MOTTO

Spirit!!!!!
(The writer)

Nothing’s impossible.
(The writer)

Hidup tidaklah untuk mengeluh dan mengaduh, hidup adalah untuk mengolah hidup, bekerja membalik tanah, memasuki rahasia langit dan samudra, serta mencipta dan mengukir dunia.

( W.S. Rendra…… Sajak Seorang Tua Untuk Istrinya)
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Finally, I am aware that this final project report is far from being perfect. I will be grateful for comments and suggestion from the reader.

Surakarta, July 2008

Eny Ulfah Iswardani
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APPENDICES
A. Background

Nowadays, the education is one of the important things in the world. The development of education grows fast. As we know, there are demands of having ability in education world. While this trend causes some result in education aspect, it also causes some confusion in the process of teaching of foreign language - by foreign language here; the writer means the English Language.

English language is the first foreign language that develops fast in Indonesia. Therefore, Indonesian government has decided to consider English as an obligatory subject in education curriculum. The decision is made in order to increase the English ability of Indonesian people. English is used in many aspects of life in the world. So, English should be taught to the children as early as possible. As we know, childhood is the best time to learn something new, “The Younger the Better”. By learning English since childhood, Indonesia people will master the English language easily.

Elementary schools have become the first place where young learners start to learn English formally. In elementary school children just study the Basic English. They study about family, animal, fruit, calendar, etc. The material is made so easy in order to make the children interested in studying English.

The first thing the young learners study is vocabulary. In language teaching, vocabulary is very important for learners. Giving English vocabulary lesson
correctly is absolutely important including the pronunciation and the meaning of the new word.

The writer realized that the children should learn hundreds of English new words used in oral or written form. Besides, they will mostly spend the time for playing rather than learning. Therefore, the teacher should help the learners to improve their vocabularies and make the activities in learning English more fun and enjoyable. Because English is given for the first time in the elementary school, the technique of the teacher is needed in introducing English lesson.

The English teacher should apply a certain technique if she finds students showing their bored feelings and do not concentrate on teaching learning process any more. The English teacher used a particular way or technique to gain the learner’s attention and spirit in learning English. The writer means by the technique here is all those activities that contain of fun and games activities. The kind of activities should be simple, interesting and enjoyable. Therefore, the English teacher should have a good solution in handling every problem that comes out in teaching vocabularies activities.

The writer did job training as English teacher in SD Negeri 03 Pojok. The writer teaches students of 1st grade class up to 6th grade class. The writer focused on teaching in the 4th grade to improve skills and abilities of teaching and get the result to complete the data for final project report. Based on the job training, the writer found interesting topic to discuss in this final report and this final project is entitled: GAMES AND SONGS FOR TEACHING ENGLISH VOCABULARY
IN THE FOURTH GRADE STUDENTS OF SD NEGERI 03 POJOK, MOJOGEDANG. KARANGANYAR.

B. Objectives

Based on the background mentioned above, the objectives of this report are:

1. To describe the activities of the teaching English vocabulary in the 4th grade students of SD Negeri 03 Pojok

2. To clarify the use of games and songs in teaching English vocabulary.

C. Benefits

This report is expected to be beneficial for:

1. The English Teacher of SDN 03 Pojok

   Hopefully, this final project can help the English teacher of SDN 03 Pojok to develop her teaching activities in order to make the students more motivated in learning English.

2. The Readers

   It is expected that this final project can give additional information to the readers to improve their knowledge about the use games and songs for teaching English vocabulary in 4th grade students of elementary school.
A. Teaching and Learning

1. Teaching

Teaching is the most important part in learning process. It is an activity that is very helpful for students in their understanding of what they are learning. As stated by G. Cole and Lorna Chan, “Teaching is about understanding the processes (i.e., teacher’s behaviors and procedures) that best deliver the appropriate product (i.e., student learning)” (Cole and Chan, 1994:9).

While, Narthan Gage said, “Teaching means guiding and facilitating learning, enabling the learner to learn and setting the condition for learning” (Gage, 1964:269).

According to H. Douglas Brown, “Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or to understand” (Brown, 2001:7).

Based on statement above, we can conclude that teaching is an important part in learning process from the teacher’s behavior and procedures in giving instruction, giving knowledge, guiding to learners in order to make them understand about the subject they are studying.
Meanwhile, a definition of teaching was stated by Kenneth D. Moore, “Teaching is the action of someone who is trying to assist others to reach their fullest potential in all aspect of development” (Moore, 1998:20).

As stated above, someone in there as a teacher. A teacher plays important roles in guiding the learning activity. This means, in teaching activities, teacher is a leader of class management and the students are the objects who receive what the teacher says and do with having any feedback. As a Javanese expression says: “Guru iku digugu lan ditiru”, this saying means that the teacher is a leader for the learners, from what they do or say.

- To be a good teacher, there are some characteristics that the teacher should point out;
  1. A teacher should make his / her lesson interesting
  2. A teacher must love his/ her job
  3. A teacher should have his / her own personality
  4. A teacher should have lots of knowledge
  5. A good teacher is an entertainer in positive sense, not in a negative sense.

  (Harmer, 1998:1-2)

A good teacher should have the requirements above in order to become a good teacher. Therefore, students are more interested in learning something if they are taught by a nice teacher. According to Jeremy Harmer, “People wanted a teacher who was ‘fun’ or one who ‘understands’ children…” (Harmer, 1991:6). In this case, efforts in teaching are needed. The teacher must be able to manage their
lesson in order to make the students understand the lesson and the teacher can influence children’s motivation to learn.

2. Learning

Learning is an activity which is done by learners during teaching-learning process. As stated by Stephen B. Kleim, “Learning can be defined as an experiential process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation or innate response tendencies” (Kleim, 1996:12).

Similarly, “Learning refers to the information processing, sense making and advances in comprehension or mastery that occur when one is acquiring knowledge or skill…” (Brophy, 1998:12).

Moreover, “Learning is a relatively permanent change in an individual’s knowledge or behavior that results from previous experience” (Hamilton and Ghatala, 1994: 7).

Learning is important for the students. Student must be an active learner in order to make the learning process successful, because learning can be fun and interesting, as stated by Jene Brophy, “Learning is fun and exciting…” (Brophy, 1998: 9).

Based on the statement above, we can conclude that learning is just a process of learning. Learning is just a matter of practice. In order to make the learning process run well, effective and enjoyable, it has to be supported by the learners. They should be active learners.
B. The Language Teaching Method

In the book *Teaching Principles and Practice*, Peter G. Cole and Lorna K.S Chan states that “Methods are sets of learning plans, strategies and techniques used to organize classroom practice (Cole and Chan, 1994:4)

Similarly, Brown says “Method is a generalized set of a classroom specification for accomplishing linguistic… (Brown, 1994:51).

In other words, it means that method is one of vital components in the teaching learning process. The choice of an appropriate method is required and it is teacher’s responsibility as the decision maker in the teaching and learning process.

There are eight kinds of language teaching methodology according to H. Douglas Brown in his book *Teaching by Principles*. They are:

1. The Grammar Translation Method

   This method is used for the purpose of helping learners read and appreciate foreign language literature. Students need to learn about grammar rules and vocabulary of the target language.

   Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening.

2. The Direct Method

   The purpose of language learning is to learn how to use a foreign language to communicate. The Direct Method has one basic rule; no translation is allowed, because the native language should not
be used in classroom. Students need to associate meaning and the target language directly.

Vocabulary is emphasized over grammar. In order to do this, when the teacher introduces a new language word or phrase she demonstrates its meaning through the use of realia, pictures or pantomime.

3. The Audio-Lingual Method

Some of the principles of the Audio-Lingual Method are similar to Direct Method. This method concentrates on long repetition (drill stages). The learners would acquire good language habits. Everyday speech is emphasized. The teacher is responsible for providing the students with a good imitation. Tapes and lab are often needed in learning process.

Vocabulary and grammar rules are presented the dialog. The dialogs are learned through imitation and repetition.

4. The Silent Way

The teacher gives a very limited amount of input, modeling the language to be learnt once only and then indicating what the students should do through pointing and other silent meaning.

5. Suggestopedia

Student must be comfortably relaxed. This frequently means comfortable furniture and (baroque) music. Students are given new names and listen to extended dialogues.
6. Community Language Learning

Student as “Whole Person”, it means that teacher considers not only their student’s feeling and intellect, but also has some understanding of the relationship among students.

7. The Total Physical Response Method

The Total Physical Response Method is called ‘The comprehension approach’, because of the importance it gives to listening comprehension. The idea of focusing on listening comprehension during early foreign language instruction comes from observing how children acquire their mother tongue.

8. The Communicative Approach

Language is used in a real context. The target of language is a vehicle for classroom communication, not just the object of study. Communicative competence is the method’s goal. Students use the language a great deal through communication activities such as games, role-plays and problem solving tasks (Brown, 2001).

C. Teaching English to Children

The teaching of English has gone through a lot of change and levels. Now, it is considered well if the teaching started at the younger level, ‘The Younger the Better’. According to Philips, “Young learners are children from the first year of formal schooling (five or six years old) to eleven or twelve years of age” (Philips,
2003:5). It means that young learner is the students of kindergarten and elementary school.

Meanwhile, childhood is an appropriate time to learn the second language. According to Christopher Brumfit in his book *Teaching English to Children,* “…that young children have more opportunities than adults. They are learning all the time without having the worries and responsibilities of adults; their parent, friends and teachers all help them in learning…” (Brumfit, 1994:vi).

According to Susan Halliwell, ”Young children do not come to the language classroom empty-handed. They bring with them an already well established set of instincts, skills and characteristics which help them to learn another language” (Halliwell, 1998:3).

Teaching to young learners is different from teaching to the adult, since “Children differ in physical characteristic, social skill, home life, intellectual ability, learning capability, ideas, attitude, needs, ambition, hopes and dream it requires teacher use teaching strategies and tactics” (Jarolimek, John, at al, 2001:3).

According to Susan Halliwell in her book *Teaching English in the Primary Classroom,* there are qualities that children have, Children:

1. are already very good at interpreting meaning without necessarily understanding the individual words;
2. already have great skill in using limited language creatively;
3. frequently learn indirectly rather than directly;
4. take great pleasure in finding and creating fun in what they do;
5. have a ready imagination;
6. above all take great delight in talking;

(Halliwell, 1998:3)

Related to the statement above, we can conclude that English teaching is important to be given at early age. The period is an effective time to teach them a foreign language because they have a set of instincts, skill and interesting characteristics to reach the target of learning English language.

D. Teaching Vocabulary

Vocabulary is an important component in English language teaching. According to Jeremy Harmer, “If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”, he also said, “Without lexical knowledge they would not be able to use the grammar to generate sentences with meaning (Harmer, 1991:14 & 153).

Meanwhile, on the book of Teaching Practice Handbook, “Vocabulary is important to students. It’s more important than grammar for communication purposes, particularly in the early when students are motivated to learn the basic words they need to get by in the language…” (Gower, Philips, Walters, 1995:142).

There are many ways to bring new words in to the classroom:

1. Realia.

   Bring the things that represent into the classroom.

2. Pictures.
Bring pictures into the classroom. Pictures can be used to explain the meaning of vocabulary item.


Actions, in particular, are probably better explained by mime.


Contrast can be used to teach meaning. Presenting this concept with pictures or mime and by drawing attention to the contrast in meaning the learner will be understood.

5. Explanation.

Explaining the meaning of a word must include explaining any facts of word use which are relevant.

6. Translation.

Translation can quickly solve a presentation of vocabulary problem. it can be a good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful (Harmer, 1991:161).

E. Techniques of Teaching Vocabulary

According to G. Cole & Lorna, “Techniques are teaching procedures of the most practical kind, designed to achieve short term instructional benefits” (Cole and Chan, 1994:6).
Meanwhile, Brown says, “Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well” (Brown, 2001:16).

As statement above we can conclude that techniques are very important for teacher in the process of teaching and learning English. The learner’s responsibility is needed to obey what the teacher’s explanation and teacher’s order. Learners should be active to support the teaching learning process.

As we know, children always like play and some fun activities. But, children can learn while playing. As stated Brumfit, “Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language” (Brumfit, 1995:142).

Similarly, Susan Halliwell said, 'Children have an enormous capacity for finding and making fun” (Halliwell, 1998:6).

Based on statement above, it can be concluded that in teaching vocabulary is more than just presenting new word. Sometimes it is better if the teacher has teacher’s original idea to make English teaching-learning more fun and enjoyable.

In vocabulary teaching, there are many games and songs to teach English vocabulary:

1. Games.

“Games are activities governed by rulers, which set up clearly defined goals. It is clear that games since children naturally want to play them- can be motivating” (Brumfit, 1995:142).
Meanwhile David Cross said, “Through games learners practice and internalize vocabulary…” He also stated, ”Vocabulary revision can be fun. All of the games that follow can be adapted to fit any syllabus. Some even, give you the opportunity to add lexical items that are not on the syllabus, but which are useful to the children” (Cross and Normale, 1991:156).

There are kind of word games, such as:

1. **Word Sets.**
   A word games with a box lay out is put on the blackboard. Through playing word sets children can develop new word of English easily.

2. **Word Building.**
   This is good way to practice spelling.

3. **Card Scrabble.**
   It is produced words building game. Through playing card scrabble the class engages in vocabulary revision and spelling practice (Cross and Normale, 1991:156-157).

According to Brumfit, there are activities that contain of games & fun activities:

1. **A ‘Find the Word’**.
   Find the word can try children to recognize English spelling patterns and if the words are all of one category.

2. **A ‘Dot-to-dot’ puzzles.**
There are several numbers which is used in this game. The numbers are given as words or as letters of the alphabet. Then, it combines into a new thing.

3. Drawing & Coloring puzzles.

The numbers are given as codes. Then, drawing & coloring it into a good thing.


Choose something simple to make a model-making. A pleasant vocabulary revision activity is to make a collage based on the theme (Brumfit, 1995).

- Match the Word and Pictures.

Matching the words to pictures is actually not giving the students the word. They have to add them from their own memories.

2. Song.

According to Tim Murphey, "With sing a song is also a relatively easy way to see it, and in what ways, music and song might increase our students’ interest and motivation learning". He also said that, there are two advantages of music and song in language learning:

1. Music is highly memorable.

2. It is highly motivating, especially for children… (Murphey, 1996:3).

Meanwhile, David Cross says, “The song and rhymes has been learned. It is in their minds for the rest of their lives, with all the
rhythms, grammatical niceties and vocabulary” (Cross and Normale, 1991:164).
CHAPTER III
DISCUSSION

A. SD Negeri 03 Pojok

1. The Description of SDN 03 POJOK.

SDN 03 POJOK is a state elementary school under the Educational Department which is located in Bendo, Pojok, Mojogedang, Karanganyar. This school has become a sample project for other school in getting qualified student in Mojogedang sub district.

SDN 03 POJOK was built in 1977 on the area of about 1,611 m² with the statistic Number of the school is 101031315028. The building consist of six classrooms, a teacher room, a library, a ware house, three toilets, a canteen, a parking area and a school Health Unit (UKS).

SDN 03 POJOK is led by a headmister who is responsible for operating and handling the school in order to reach the goal of school program. SDN 03 POJOK has nine teachers consisting of six class teachers, one religion teacher, one sport teacher and one English teacher. They are responsible for the teaching-learning activities and evaluation of the student’s work.

In the academic year of 2007/2008 SDN 03 POJOK has 130 students that is classified into 6 classes. There are 75 male student and 55 female students. The class activity is started at 07.00 am and ended at 12.30 pm except for Friday and Saturday or for the first grade and second grade students. The curriculum used in this school is Education Unit Level Curriculum (KTSP).
2. Visions and Mission.

To create the best quality of the students in teaching-learning process, SDN 03 POJOK has vision and mission. The vision is to be a competent in education aspect of elementary school in order to grow people who are faithful, achieve and creative. Meanwhile, the missions of SDN 03 POJOK are:

a. To raise full religion experience in forming human being to become good, smart and educated people.
b. To improve quality of education and develop of knowledge and also technology.
c. To create conducive atmosphere to make all school activities more effective and efficient to increase the quality of education.
d. To perform teaching-learning activities which are concentrating on student’s potential.
e. To create the regional culture by MULOK subject (Javanese and English lesson).

B. The Job Training Activities

1. Class Observation.

English becomes one of the compulsory subjects for the fourth to the six grade students and which included Muatan Lokal subject. Therefore, in SDN 03 POJOK English was taught to the student of first until third grade. The class observation was focused on the activity of the teaching-learning process of English lesson in fourth grade students.
The fourth grade of SDN 03 Pojok has 24 students that consist of 7 girls and 17 boys. There are facilities supporting the teaching-learning activity, such as: tables, chairs, blackboard, bookcase, chalk, rules, etc. This class also has a clock, cleaning utensils, pictures, etc.

Physically, the condition of the classroom in the fourth grade is quite conducive and effective for teaching and learning activities. There are door, some wide windows and 12 students’ tables with the chairs.

2. Lesson Plan

Preparing a lesson plan is important because to be able to teach effectively and to avoid as many problems as possible, it is essential to have a complete preparation. The preparation starts from planning a lesson. To plan a lesson, many things should be considered; the materials to be produced, the classroom interaction and management, the preparation before the actual teaching happens and so on.

- Here is an example of the procedure to plan a lesson:
  
  a. Deciding the focus of the topic.
  
  b. Deciding the materials that are needed.
  
  c. Deciding how to get the material needed.
  
  d. Deciding whether any preparatory work is needed, and then organize the students.
  
  e. Deciding how the lesson will be presented and what task should the students do.
f. Making a model.

A model is essential in planning a lesson for it keeps the teacher into the focus.

The writer makes lesson plan in order to make the teachings-learning process work appropriately and fits with the goal of the syllabus. It will be better if a lesson plan must use for one lesson and skill. The contents of lesson plan are motivating strategies, presentation strategies, skill practice and assessment.


English lesson was given in SDN 03 Pojok in academic year 2006 until now. English is taught from the first grade until the sixth grade classes. In SDN 03 POJOK, English lesson still becomes local subject (Muatan Lokal). The students of fourth grade students get the English lesson just once a week. English class is held on Wednesday begins at 07.00 am-08.10 am. The allocated time to teach English in each class was thirty five minutes.

The process of teaching and learning in the fourth grade consists of: Motivating Strategies, Presentation Strategies, Skill Practice and Assessment.

Referring to the lesson plan, those will be explained below:

a. Motivating Strategies.

1. Greeting

Entering the class, the writer greeted the students as follows:

The writer : Assalamu’alaikum, good morning students!
The students : Wa’alaikum salam, good morning Miss!
The writer : How are you today?

The students : I am fine, thank you. And you?

The writer : I am fine too, thank you.

This activity could make the students familiar with English.

2. Asking some question related to the topic that going to be given to students.

In motivating strategies, the writer should have strategies to introduce the topic in the beginning of the learning process. The writer attracts their attention in learning new material. The writer did it by asking the students some question related to the topic being discussed, called warming up. First, the writer drew a simple picture about part of the body. Then, she asked the students about material related to the picture on the blackboard.

For example:

- The writer : What do you use to seeing?
  - The students : eyes.
    (The writer writes “eyes” while drew eyes on the blackboard).
- What do you use to hearing?
- What do you use to eating?
- What do use to tasting?

The writer wrote all the answer on the blackboard, then, the writer said” Well students, those are the examples of parts of the body.
So, today we are going to learn about parts of the body. After the lesson you should be able to mention parts of the body”.

b. Presentation Strategies

The second step in teaching –learning process is presentation strategies. In this step, the writer started to give explanation about the material as clearly as possible. Applying the direct method, the writer did not need to translate the word into the student’s native language. The students would learn vocabulary by pictures or realia. The writer only taught them to pronounce the words.

For example:

This is ear
This is mouth
The writer explained by reading it one by one and the students repeated it after the writer. Hopefully, the students could understand easily. Therefore, for helping students understand the meaning of a word, the writer used real object. The writer pointed one student as a model in front of class. After that, the writer showed and explained the student’s parts of the body one by one.

For example:

- The writer : this is ear.
- Students : this is ear.
- The writer : this is mouth.
- Students : this is mouth.

Then, the writer explained that:

- Use “s” for plural noun. Example: eyes, ears, shoulders,
- Without “s” for singular noun. Example: nose, mouth, tongue, etc.

c. Skill Practice

After the writer explaining the material, she would continue the lesson by giving exercise. Students did the practice. Therefore, the writer provided more practice and activities. Teaching-learning process can be effective and enjoyable if there are many activities that students like. The activities must lead to the main objective related to the material.
There were many activities that the writer used:

Example:

- Match the word and pictures

For example:
1. Hair
2. Ear
3. Cheek
4. 
5. 

This game can make them learn English automatically. The students must match of words to pictures. They have to find the answer from their own memories. However, this game could make them feel fun since it started by singing a song, entitled"Parts of the Body”. The rules of the games are:

1. Students should move a ball from one student to another.
2. During the ball moved, both the writer and students sang a song “Parts of the body”.
3. When the writer said “stop” the last student holding the ball should answer the question no.1.
4. Students wrote the answer on the blackboard.
5. Who one could answer correctly, would got additional mark

- A “Find new word”.

This activity may look easy but it can train children to identify English spelling patterns. The objective of this game is that the students collect as many words of the parts of the body as possible.

For example:

```
S H O U L D E R
T F R Y E V Y W
O H E G R P E R
M O U T H G S Q
A C R G A R M S
C H R U I E R A
H E A D R E D E
A S W E N E C K
W T O N G U E R
```

- **Small Group Mime Game.**

  This is an active game. Before doing this game, the writer explained the word of touch, rub, stamp, lift, raise, put, bend etc
by demonstration. Then, both the writer and students sang a song “If you’re Happy” with the action. After that, the writer gave a few commands for students to follow.

Example: - Touch your nose!
- Rub your nose!
- Touch your mouth!
- Touch your eyes!
- Raise your right hand!
- Put both your hands on your shoulder!

The best students do the action would be a winner.

- **Word Set**

In this game, the writer drew a box layout on the blackboard. The name of one student is written across to top to provide initial letters. The students should play the game with the rules as follows:

1. Students should work in group (one group consists of 4 students).
2. Students have to find parts of the body words which begin with the prescribed letter.
3. The fastest group would be the winner.
A word set box

<table>
<thead>
<tr>
<th>Name</th>
<th>E</th>
<th>R</th>
<th>I</th>
<th>C</th>
<th>H</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTS OF THE BODY</td>
<td></td>
<td></td>
<td></td>
<td>Cheek</td>
<td>Hair</td>
<td>Arms</td>
</tr>
<tr>
<td>Ears</td>
<td></td>
<td>-</td>
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<td>Chin</td>
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<td>Eyes</td>
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<td></td>
<td></td>
<td>Chest</td>
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<td></td>
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<td>Head</td>
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</tr>
</tbody>
</table>

**d. Assessment**

In this part, the writer should check the student’s progress. Then, the writer can review about the material explained before; the writer can also give homework to the students. It means, the homework can be used to determine lesson for next session.

After finishing the material, the writer closed the lesson by saying…

**The writer** : Ok students, I think time is up. See you next week.

Wassalamu’alaikum Wr. Wb.

**The Students** : Wa’alaikum salam Wr. Wb.

**C. Games and Songs Used in Teaching Vocabulary for Fourth Grade Students of SDN 03 Pojok.**

As mentioned in the chapter II, “Children play and children want to play” (Brumfit, 1995: 142). It means that, children always like playing and have some fun activities. Therefore, the writer has technique to gain the children’s motivation
to learn. Children can learn while playing. There were many games and songs that the writer used to teach English vocabulary, such as:

1. **Games.**

   Games are useful to build the students’ motivation in English teaching-learning process. The aim of this fun activity is a technique in helping the students to memorize the words they have learned in fun activity. Children can learn while playing.

   The games used by the writer are as follows:

   a. **Match the word and picture.**

      In this part, the writer asked the students to match the names of part of the body with pictures correctly. They have to match the word to picture. They should find their answer by their memorializing about parts of the body.

   b. **A ‘Find the Word’.**

      The objective of this game is that the students collect as many words of the parts of the body as possible which are available in the scrabble box correctly.

      By using this game, the writer could attract the students to compete each other in finding a lot of parts of the body words correctly in determined time.

   c. **Small Group Mime Game**

      There were many ways to teach vocabulary easily, one of the ways is by using mime. Firstly, the writer explained new words, such
as: rub, put, raise and touch by demonstration in front of class. Then, the writer gave a few commands for the students to follow. However, this game could make them feel fun since it involved movement while they sang a song “If You Happy and You know it”.

d. Drawing & Coloring.

If the students felt bored with the games before, the writer used these games for alternative way. For example: there were number are given as codes to draw fingers, and then the students should draw and give color of fingers into good picture.

e. Word sets

A word game. Found many words related to the initial name. Students have to find parts of the body words which begin with the prescribed letter.

2. Song.

The writer should find technique if she found students showed their boredom and did not concentrate of teaching-learning activities. The writer used a particular way to gain the students attention and spirit in learning.

The writer selected a song and prepared the lyrics. Lyric song contains words related to the material. Singing a song can be used to learn about new words in the song’s lyric. Many English songs are appropriate, but it must relate to the topic of material, such as: Parts of the Body, if you’re happy, etc.
Example:

**Parts of the Body**

I have two eyes

I have two ears

I have hair, forehead, mouth and nose

Neck, shoulder, arm, wrist,

Stomach, waist, elbow.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the discussion in the chapter III, there are some conclusions that could be drawn from this final project. The conclusions are:

1. The Process of Teaching Vocabulary.

   The process of teaching vocabulary in the fourth grade students of SDN 03 POJOK, consist of:

   a. Motivating Strategies.

      In this part, the writer always began the class by greeting. Then, to get the student’s attention to learn in the beginning of class, the writer should have strategies to gain their motivation to focus in teacher explanation, called warming up. In the motivating strategies the writer has strategies such as: using picture, realia, song, games or by question.

      Then, the students need to know what they are doing and why they are doing. Therefore, the writer should explain the objective of the lesson to the students.

   b. Presentation Strategies.

      The second step in teaching process is presentation. In this step, the writer starts to give explanation about the material. The writer should have strategies to explain the material clearly and easy to understand by the students.
c. **Skill Practice.**

In this part, the writer tried to gain the student’s motivation and attention in teaching-learning process by doing many activities. The time is for the students, therefore, the writer should have “rich” activities, such as: games, doing practices, sang a song, etc. The activities could be in a team or individually. The activities should be measurable and match with the objective of the lesson.

d. **Assessment.**

The last part is assessment. The writer should check the student’s progress of the material by reviewing the lesson has been explained before, then, finished the lesson.

Each stage involved in the process of teaching vocabulary. Those four components are united and cannot be separated one by one.

2. **Games and Songs for teaching-learning English vocabulary.**

The writer used techniques in teaching-learning activities, not only using techniques as usual, such as: using realia/object, pictures etc, but also the writer used some techniques to get the class more effective and enjoyable.

The techniques that the writer used were:

a. **Games.**

From the teaching-learning activities, the writer can conclude that the use of games activities is effective, enjoyable and fun for the students to learn English vocabulary.
There were games that the writer used in teaching English vocabulary, such as: match the word and pictures, a “find word”, small group mime game, word set, drawing & coloring, etc.

b. Songs.

Children like some fun activities; therefore, the writer used songs to gain their attention to learn English by sing a song. Moreover, through singing a song with the action, students could understand and memorize the new words based on the lyric of the song easily.

B. SUGGESTION.

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

1. The English Teacher.

   The English teacher in SDN 03 Pojok should make various ways and interesting activities to teach English to the student. Therefore, the writer should give more activities in order that teaching-learning activity will be more effective and enjoyable. It is expected that the writer should increase their creativity to create others games and songs for teaching-learning activities.

2. The Reader.

   It is expected that this final project can give contribution, references and additional information to the readers to improve their
knowledge about games and songs for teaching English vocabulary in fourth grade students of elementary school.
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PEMERINTAH KABUPATEN KARANGANYAR
CABANG DINAS PENDIDIKAN DAN KEBUDAYAAN
KECAMATAN MOJOGEDANG
SEKOLAH DASAR NEGERI 03 POJOK
Alamat: Bendo, Pojok, Mojogedang, Karanganyar 57752

SURAT KETERANGAN

No : 424 / 85 / 2B / IV / 2008
Lampiran : 1 bendel
Hal : Pernyataan selesai magang

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Jabatan : Kepala Sekolah SD Negeri 03 POJOK
Alamat Instansi: Bendo, Pojok, Mojogedang, Karanganyar.

Dengan ini menerangkan bahwa saudari:
Nama : Eny Ulfah Iswardani
NIM : C9305112
Alamat : Kwagean, Gentungan, Mojogedang, Karanganyar

Telah melaksanakan praktek kerja lapangan di SD Negeri 03 POJOK, Mojogedang, Karanganyar. Surat keterangan ini dibuat dengan sebenar-benarnya untuk digunakan seperlunya.

Sekiranya harap menjadi periksa adanya.

Pojok, 21 April 2008
Mengetahui,
Kepala Sekolah

Mahasiswa

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Atas dasar penafaran, ketrampilan, kedisiplinan, rutinitas kehadiran, penampilan, pergaulan,
dan tanggung jawab, nilai ditetapkan :

90 (Sembilan Puluh)

*Angka 10 – 100
Model penilaian tidak mengikat

Pembimbing di Perusahaan Swasta/
Instansi Pemerintah

(Suyati, S.Pd)
NIP. 130733498
LESSON PLAN

Topic: Parts of the Body (part I)
Level: Fourth Grade of Elementary School Students
Time: 1 x 35 minute
Skill Focus: Reading Skill
Objective: Students can read and mention parts of the body

A. Motivating Strategies
- Teacher greets students
- Teacher asks questions related to the material
  For example: 1. Do you know this body? (Teacher draws a simple picture of the body, such as: eye, mouth, ear, etc).
  2. What do you use for tasting?
  3. What do you use for hearing?
- Teacher writes the answer on the blackboard, hopefully, they will cover.
  Example: eyes, ears, nose, etc.
- Teacher tells the objective of the lesson, “Ok students, there is a list of vocabulary of the body. Today, we are going to learn parts of the body. So, after this lesson you should be able to read and mention parts of the body.

B. Presentation Strategies
- Teacher explains parts of the body by picture and realia.
- Teacher asks one student as a mode in front of class.
- Teacher explains it one by one and the students repeated after the teacher.
- Teacher writes many words of the parts of the body on the blackboard.

C. Skill Practice.
- Games
  - Match the words with the pictures
    The rules of the games are:
    2. Students should move a ball from one student to another.
3. During the ball moved, both the writer and students sang a song “Parts of the body”.

4. When the writer said “stop” the last student holding the ball should answer the question no.1.

5. Students wrote the answer on the blackboard.

6. Who one could answer correctly, would got additional mark.

- **A ‘Find new word’**
  
  The rules of the games are:
  
  Students should collect as many words of the parts of the body as possible which are available in the scrabble box correctly. Who one could answer fast is the winner.

D. Assessment

- Teacher reviewing the material
- Teacher gives homework
- Teacher closing the lesson
LESSON PLAN

Topic: Parts of the Body (part II)
Level: Fourth Grade of Elementary School Students
Time: 1 x 35 minute
Skill Focus: Writing Skill
Objective: Students can write many words of parts of the body

1. Motivating Strategies
   a. Teacher greets students
   b. Teacher asks to the a students to sing a song "Parts of the Body"
   c. Teacher asks to the questions related to the material
      Example: - From the song we can find many words of parts of the body.
      What are they?
      Answer: eyes, ears, mouth, nose, etc.
      • Teacher writes the answer on the blackboard
      • Teacher tells the objective of the lesson.
      “Today, we are going to learn about parts of the body, so, after the lesson
      you should be able to write parts of the body.

2. Presentation Strategies
   • Teacher explains the material (Grow with English page 100-102)
   • Teacher introduce more vocabulary of parts of the body

3. Skill Practice
   • Word Set Game
      The students should play the game with the rules as follows:
      1. Students should work in group (one group consist of 4 students).
      2. Students have to find parts of the body words which begin with the
         prescribed letter.
3. The fastest group would be the winner.

4. Assessment
   - Teacher reviewing the material
   - Teacher gives homework
   - Teacher closing the lesson
LESSON PLAN

Topic: Parts of the Body (part III)
Level: Fourth Grade of Elementary School Students
Time: 1 x 35 minute
Skill Focus: Speaking and Listening Skills
Objective: Students can speak and understand about command in many words of parts of the body

A. Motivating Strategies
   - Teacher greet students
   - Both, teacher and students sing a song “Parts of the Body” with the movement.
   - Teacher tells objective of the lesson.
     “Today, we are going to learn about parts of the body, so, after the lesson you should be able to speak and understand the command of parts of the body”.

B. Presentation Strategies
   - Teacher explains new words
     Example; touch, stamp, raise, etc
   - Teacher explains “If you’re happy and you know it” lyric’s song.

C. Skill Practice
   - Small Group Mime Game, students sing a song “If you’re happy and you know it” with the action.

D. Assessment
   - Teacher reviewing the material.
   - Both, teacher and students singing a song “parts of the body” and “If you’re happy and you know it” with the action.
   - Teacher closing the lesson.
Body and face

Look at this monster!

It's a strange monster.

This is my head.

It has a big head and one big eye.

Yes, it has two arms and two legs. It has long fingers.

You will learn:
- Touch your hair, please.
- Let's draw a round face.
  OK.
  Pardon?
- She has long hair.
- Does she have long hair?
  No. She has short hair.
- May I wash my hands?
  OK.
  Sure.
  Go ahead.
Lesson 1
I have two big eyes

a) Listen and do

- Touch your head.
- Clap your hands.
- Bend your knees.
- Stomp your feet.

3 Grow with English 4