THE POWER OF GAMES
IN TEACHING VOCABULARY
TO THE FIRST GRADE STUDENTS OF ISLAMIC SCHOOL AL- AZHAR SYIFA BUDI 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

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MOTTO

Everything must have a beginning

Learn to walk before you run

Rome was not built in a day
DEDICATION

This report is dedicated to:

My parents

My sisters

My friends
PREFACE

This report is written to fulfill one of the requirements in obtaining the English Diploma III degree. This report is written based on the job training that is done by the writer in Islamic school Al-Azhar Syifa Budi Surakarta. The writer chose this school as the place for having the job training because the writer thinks that this school has a good quality so that the writer can get many great experiences by observing and teaching students in this school.

In this final project, the writer explains about the power of games in teaching vocabulary for the first grade students. The writer chose this method as this method is successfully implemented to first grade students.

The writer realized that this final project report is far from perfect. Finally, the writer hoped that this report will be useful for all readers especially those who want to be a teacher.

Surakarta, June 2009

Yuni Hariyanti
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ABSTRACT

Yuni Hariyanti. 2009. The Power of Games in Teaching Vocabulary to The First Grade Students of Islamic School Al-Azhar Syifa Budi Surakarta. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This report discusses the power of games in teaching vocabulary that is written according to the writer’s experience during doing the job training in this school.

This report is aimed at showing how far game can be a powerful method for the teacher to teach vocabulary. The writer explains the power of game in the process of teaching vocabulary based on the teaching activity that has been done by the writer.

In order to get some information and data, the writer took some steps in collecting data of this report by observing, interviewing, and writing all activities that the writer had from the job training.

The result shows that game is a suitable method to be applied in the first grade class especially for teaching vocabulary. Games are proven as powerful method because it can be the way for students to learn English unconsciously. They had fun when having learning activity since they enjoyed doing this much.
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CHAPTER I

INTRODUCTION

A. Background

Teaching vocabulary to children is important because it is the basic for the children to learn English as a new language. Swan in Bowen and Marks says that students not only have to learn how information is conveyed or elicited, or how requests are made: they also have to learn the words and expressions which are used to refer to the things in the world they want to talk about, ask about or request (Bowen and Marks, 1994: 90).

Sarah Phillips says that young children are quick to learn words, slower to learn structures. Therefore, to achieve the effective learning, vocabulary should be taught to them in early time when the child is in his or her linguistic period. It is so because his or her mind is still flexible to catch new materials that are given (Phillips, 1996: 74).

As the common technique that is used in Indonesia, in Islamic school Al-Azhar Syifa Budi, the writer met the use of translating method in teaching English in the classroom. Based on the observation to this school, the writer thought that the methods that were used in teaching English in this school still have some weaknesses. Even though in the translating method, the learner could learn the vocabulary fast, the center
of the learning process was the teacher. This condition made the learners really depend on the teacher. This method also made the children’ competency in mastering vocabulary could not be optimally achieved. Some of the children were not able to write down the vocabularies correctly since this method did not give enough chance for the student to learn how to write the vocabulary correctly.

Using gesture in teaching English was the second method that the writer could find during the writer’s observation in this school. According to the class observation, the writer found that this method could create misperception between students and teacher. Through this method, the teacher could teach the children on how to pronounce the vocabulary correctly. However, the children would get lack exercises to try to write and spell the vocabulary.

According to Asuman Birdal in www.ingilish.com (March 23, 2009), young learners take in best when they are enjoying themselves with plays and while doing this, they take these plays seriously as if they were living in real world.

Therefore, the writer chooses games as the method that can also be used in doing the teaching activity in the classroom. The writer thinks that games can be a great method to be applied because the children in the age of six or seven love to play so much. The writer tries to make the children get a lot of funs through games. By making the fun condition in the classroom, the writer believes that the children will get no burden to learn. Besides practicing how to pronounce the words correctly, the children can also practice on how to write the words correctly.
Considering the situation above, the writer finally takes “THE POWER OF TEACHING VOCABULARY FOR THE FIRST GRADE OF ELEMENTARY STUDENTS IN ISLAMIC SCHOOL AL-AZHAR SYIFA BUDI SURAKARTA” as the title for this final project report.

B. Objectives

In this final project, the writer has some objectives.

1. to describe the implementation of games in teaching vocabulary in Islamic School Al-Azhar Syifa Budi Surakarta year 1.
2. to describe the strength of games in teaching vocabulary in Islamic School Al-Azhar Syifa Budi Surakarta year 1.

C. Benefits

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

1. English Teacher:
   - Adding the teacher’s reference in teaching vocabulary to students.

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

3. The writer:
   - Knowing on how to teach vocabulary to young learners.
   - Getting more experiences in teaching elementary students.
CHAPTER II

LITERATURE REVIEW

A. Teaching Vocabulary

1. Definition of Vocabulary

Hatch and Brown state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown, 1995: 1).

Further, Linda Diamond and Linda Gutlohn in www.readingrockets.org (March 23, 2009) note that vocabulary is the knowledge of words and word meanings.

Encarta Dictionary defines vocabulary as all the words used in a language as a whole, the set of words associated with a subject or area of activity, or used by an individual person, and an alphabetical list of words and phrases supplied with definitions and translations.

This opinion is supported by Hornby that vocabulary may be defined as the total number of words in a language and vocabulary is a list of words with their meanings (Hornby, 1995: 131).
Mc Charty states that “The biggest component of any language course is vocabulary” (Mc Charty, 1990: VIII).

From the definitions above it can be concluded that vocabulary is number of words with certain meaning that is used by people to communicate.

2. Kinds of Vocabulary

Kamil and Hiebert in www.prel.org note that vocabulary can be categorized into two: oral and print vocabulary. “Oral vocabulary includes words that we recognize and use in listening and speaking while print vocabulary includes words that we recognize and use in reading and writing”.

Further, they also divided vocabulary into other categories: receptive and productive vocabulary. “Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don’t know their full definitions and connotations – or ever use them ourselves as we speak and write.”

I.S.P. Nation divides vocabulary into four categories. The first category is high frequency words. High frequency words are needed in formal and informal uses of the language, in speech and in writing, in novels, conversation, newspaper and academic
text. Most list of high frequency words consist of around 2,000 word families. Second category is academic words. Academic words consist of around 1,000 – 2,000 word families. They are frequently and widely used within the specialized area. Academic words occur in all kinds of academic areas like Botany, Politics, Accounting or Family Law. Third category is technical words. Technical words are words that are very common in one particular area, such as the vocabulary of physics or the vocabulary of applied linguistics. Fourth category is low frequency words. Low frequency words are a diverse group. They include: words that are wide range enough to be high frequency words, technical words from other areas, and words that just occurs rarely (Nation, 2008: 7).

Meanwhile, Palumbo and Gaik say that there are two kinds of vocabulary; active and passive vocabulary. They describe active learning as words that are used frequently when one speaks or writes. Meanwhile passive vocabulary is words that can be recognized when ones listen or reads. It means that passive vocabulary tends to be recognized than to be used (Palumbo and Gaik, 1992: 32)

In short, the writer can summarize vocabulary into some categories. For young learner, vocabulary that is needed to master is high frequency words. It is so as they usually use it in their daily life. The writer concludes that high frequency words have the same function as active vocabulary since it is frequently used to communicate.
3. The Importance of Vocabulary Teaching

Some experts say that teaching vocabulary is very important. The first is McCarty who states “No matter how well the students learns grammar, no matter how successfully the sounds of L₂ are mastered, without words to express a wider range meanings, communication in an L₂ just cannot happen in any meaningful way” (McCarty, 1990: VIII).

Another expert is Dorothy Rubin who says that “A good vocabulary and good reading go hand in hand. Unless you know the meaning of the words, you will have difficulty in understanding what is read. And the more you read, the more words you will add to your vocabulary (Rubin, 1991: 1).

These two opinions are supported by Rudzka in Bowen who states that the importance of words in verbal communication hardly needs stressing, yet no other language component has been more neglected in foreign language teaching than the lexicon (Bowen, 1994: 91).

From the explanation above, it can be said that vocabulary is inseparable part of learning new language. It is very important as it play a role as the basic knowledge for
the person in learning the second language. Therefore, it should be taught to young learner to make it easier for them to learn the new language.

4. Techniques in Teaching Vocabulary

Michael Lewis and Jimmie Hill say that there are some ways in explaining vocabulary. The first technique is demonstration. Through this way, teacher can explain most verbs, most nouns and many adjectives through this way. Second technique is drawing. In this way, the teacher only uses quick sketch with a few line. The third is opposites. This way is used to highlight the difference of two words. In explaining the new words, teacher contrasts the two words. The fourth is synonyms. In this way, the teacher doesn’t have to look for the exact synonym instead of finding the general meaning to make the learner easier to get the new words. The fifth is definitions. This way is considered as difficult way to do as giving definition is not an easy matter. The sixth is context clues. This way is used in teaching vocabulary since it can minimize students’ misunderstanding. The seventh technique is translation. In this way, the use of dictionary plays an important role. The teacher can ask the students to open their dictionary every time they find new words (Lewis and Hill, 1993: 19).
Besides the techniques above, other ways to teach vocabulary are: first way is using objects. Brewster and Girard say that real object can be brought into the classroom in introducing new words. Learner will memorize the name of the object through visualization way (Brewster and Girard, 1992: 90). Second way is using illustrations and pictures. Brewster defines that the learner will get great help to convey meaning and to memorize new words. The existence of visual support will make the learners easier to remember the new words (Brewster, 1992: 91). Third way is using games. Cross notes “Games should not be thought that playing with words is loss of learning time. Concentrating and listening intensively, the students acquire a great deal of language, quite unconsciously” (Cross, 1995: 163). The last way is using song. Brewster and Girard state that the learner can practice new grammatical pattern or vocabulary through song and rhymes (Brewster and Girard, 1992: 178)

As it is mentioned above, games can be one of the ways in teaching vocabulary. The thing that differentiates it from other techniques is that it will be able to make the learner study the new words unconsciously. It is so as they are enjoying the process of learning the vocabulary by playing some games.

B. Young Learners

1. Definition of Young Learners
National Association of Young Children defines early childhood from birth up to age 8, and many school districts define the beginning to include 1st, 2nd, and sometimes 3rd grade in their early childhood curricula.

Indiana Foundations for Young Children in www.naeyc.org (March 23, 2009) states that young learners are any child, ages 3 – 5, regardless of whether the child is in an early childhood setting or at home.

Another opinion comes from Sarah Phillips, who says that “young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age”.

According to the explanation above, it can be said that there is no exact age to define who young learner is. Young learners can be roughly defined as the early age children who study in the first until the third grade of the formal school.

2. The Characteristics of Young Learners

Wendy A. Scott and Lisbeth H. Ytreberg say that some characteristics of young learners are: they like learning while playing. Second, they tell about what they do and hear. Third, they sometimes can get involve in a debate on something. Forth, they learn
faster their surroundings. Fifth, their concentration and attention do not last long (Scott and Ytreberg, 1995: 4).

Other characteristics are: children enjoy working and doing something alone with a company nearby, they can also work together with elders. Children learn language by listening, repeating, and saying it. They realize that there are rules to follow and these make them happy and secure. Children do not realize the importance of learning a foreign language although they enjoy it. The last characteristic is children learn better when they are motivated because they are directly involved in activities related to them.

Further, Wendy A. Scott and Lisbeth H. Ytreberg define that children are divided into two categories: five to seven years old and eight to ten years old. Each group has their own characteristics. The characteristics of five to seven years old children are: they like playing and working alone but in the company of others, they cannot decide for themselves what to learn, they love to play and learn best when they are enjoying themselves, and they are also very enthusiastic and positive about learning. While the characteristic of eight to ten years old are: they can tell the difference between fact and opinion, they ask questions all the time, they are able to make some decisions about their own learning, and they are able to work with others and learn from others (Scott and Ytreberg, 1990: 3).

Denoting the explanation above, the writer concludes that young learners have special characteristics such as: love playing, enthusiastic and positive about learning, and easy to learn something as they have flexible mind.
C. Games

1. Definition of Games

Khan in Brumfit defines that games are activities that children naturally and universally engaged in. To play a game is to enjoy competing alone or in groups against other player, against time, or against challenge of the game, and not to think consciously about the language in doing so (Brumfit, 1997: 143).
According to www.wikipedia.com (March 23, 2009), a game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool.

Based on Chamber Essential English Dictionary, a game is defined as any kind of contest in which each player uses their skill to try and defeat the other or others, especially something done for fun or amusement (Chamber Essential English Dictionary, 1995: 396).

Caillois in www.wikipedia.com (March 23, 2009) defines a game as an activity that must have some characteristics: fun, separate, uncertain, non-productive, governed by rules, and fictitious.

Costikyan in www.wikipedia.com (March 23, 2009) states that “a game is a form of art in which participants, termed players, make decisions in order to manage resources through game tokens in the pursuit of a goal”.

Kevin Maroney in www.wikipedia.com (March 23, 2009) notes that “a game is a form of play with goals and structure”.

Another opinion comes from Salen and Zimmerman in www.wikipedia.com (March 23, 2009) who say that “a game is a system in which players engage in an artificial conflict, defined by rules that result in a quantifiable outcome.”

According to the definitions above, the writer concludes that game is an activity of which the rule to play has been arranged to guide its players. It can also be one of the educational media as it can not only give fun for the player but also deliver the objectives behind the game.
2. The Functions of Games

Redjeki Susilowati writes that the use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. Games allow students to: work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun (Susilowati, 2007: XIII).

According to www.wikipedia.com (March 23, 2009), many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, stimulation or psychological role.

Further, Christopher Brumpit writes that to ensure the students have the opportunity to use a wide range of language, teacher must include a variety of task based on games, stories, collaborative problem-solving or information-gap activities which will provide wherever possible a context and audience for the production of spoken and written language. (Brumfit, 1997: 7)

Andrew Wright notes that games help and encourage many learners to sustain their interest and work. Games also help the teacher to create the context in which the language is useful and meaningful. The learners want to take part and in order to do so
they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information (Wright, 1997: 1)

Similarly, Graves in www.readingrockets.org (March 23, 2009), says that "If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest".

From the argumentation above, it can be concluded that game can be one of the beneficial way to connect learning and playing activity in the same time. Through game, children would not only play but also learn.

Considering the characteristics of young learners, games can be defined as the effective method since learning through playing will not make young learners get bored in the class. They will pay attention on what the teacher explain because it is interesting thing for them.

By looking at the one of the characteristics of young learners who can not give long period of attention and concentration, it can be said that games can be the solution. Games will attract learners’ attention so that they will get fun learning.

Young learners can also learn more motivated as games will allow them to be part of it. They will be active in the class, not just sitting and listening to the teacher’s explanation.

3. The Advantage and Disadvantage of Games
Neville Bennett et al say some benefits of having game in teaching and learning activity. They are: forming learners’ self confidence, creating an educative media for learners, giving ‘break time’ for learners, preparing the learner before they are doing the formal job, and letting the learner to do what they want to do (Bennett et al, 2005: 45).

Wright at al state that “Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful. Further, they explain that games can be found to give practice in all the skill (reading, writing, listening and speaking), and for many types of communications (e.g. encouraging, criticizing, agreeing, explaining)” (Wright et al, 1997: 1).

However, Rixon in Brumfit says that even though it can give a lot of funs, games have some pitfalls. They are: playing games can cause the problem of wasting time in language learning, getting too much fun in playing games can also make the learner will not be able to catch the real objective of the game, and interfering of adults about humble-seeming activities and deny them a place in language lesson (Brumfit, 1997: 33).

In order to solve these problems, ways that can be done are: the teacher has to monitor the class very well, and the teacher also has to develop a clear understanding of the mechanics and effects of different activity types. When the teacher has explained the rule of the game before he or she starts the game, the risk of having unconditioned class can be minimized.
From the explanation above it can be concluded that game is suitable in teaching vocabulary to young learner. Game has the power to make them enjoy and happy with the activity of learning through playing. Game will make them learn the language unconsciously, without erasing the essence of language learning itself.
CHAPTER III

DISCUSSION

A. Islamic School Al-Azhar Syifa Budi Surakarta

1. Brief History and Description of Islamic School Al-Azhar Syifa Budi Surakarta

In 1992, a group of Solo figures: H. Santosa Abdoellah, H. Susanto Tjokrosoekarno, and H. M Husnun, HS, built a group of pengajian which is named Pengajian Amal Sahabat. As the number of its members getting bigger, on 23rd March 1993, this organization changed its name to Yayasan Amal Sahabat.

In 1997, Yayasan Amal Sahabat successfully collect some funds from its members and, in 1998, this institution bought large land of 3400 m2 in Baron, Laweyan. On this land, an Islamic education institution which is named Al-Azhar Syifa Budi was built. It is located at Jl. Haryo Panular No.64 Laweyan Surakarta. Al-Azhar Syifa Budi Surakarta is the branch of Al-Azhar Syifa Budi Kemang Jakarta which is located on Jl. Kemang Raya Jakarta Selatan.

Up to now, Yayasan Amal Sahabat has owned Play Group (TA/Taman Azhar), Kindergarten, Islamic Elementary School and Junior High School Al-Azhar Syifa Budi Surakarta.
Islamic school Al-Azhar Syifa Budi Surakarta has special characteristic that is education spiritualization. This concept has been developed in all branches of Syifa Budi in many places. The point of this concept is integrating religious values from Al Quran and As Sunah to every program and subject so that the understanding of religious value can be applied when the students are studying in this school.

2. Vision and Mission of Islamic School Al-Azhar Syifa Budi Surakarta

a. Vision

The visions of Islamic school Al-Azhar Syifa Budi Surakarta are planning, implementing, and developing superior concept of education with education spiritualization in order to achieve Syifa Budi’s Al-Azharization to get perfect human character and nation building.

b. Mission

The mission of Islamic school Al-Azhar Syifa Budi Surakarta which is taken from Q.S. “Hamim As Sajjah/ Fussilat”, verse 33, is that a person can be good person when he or she has three characteristics:

1) Proclaim others to pray to Allah.

2) Have good behavior.

3) Say that he or she is a muslim or muslim woman who obey Allah’s rule and proclaim *amar ma’ruf nahi munkar* and always pay attention to *hablun minallah* and *hablun minannas*. 
3. Curriculum and Education System of Al-Azhar Syifa Budi Surakarta

a. Education Spiritualization

It is implementing Islamic values in every activity inside and outside the class in order to apply these values in students’ every day life.

b. Single Level Education Curriculum (SLEC)

SLEC is a curriculum which is developed by Al-Azhar Syifa Budi. It contains of national and Al-Azhar Syifa Budi’s curriculum.

c. Singapore curriculum

It is the extra (additional) of Al-Azhar Syifa Budi’s curriculum in some subjects: Math, Science, and English. The lessons are given in English.

d. Bilingual Plus System

This system uses Indonesian, English and Arabic in having daily conversation.

e. Spider Web System
Students learn various kinds of subject in one theme. The students are guided according to their interest. Therefore, they are interested in studying activity.

f. Moving Class

The students get different class every day according to the theme that they will learn, such as: art, language, nationality, science, faith, and technology class.

g. Outdoor Activity

It is education system which is done outside class including praying activity, cooking session, outbound, field trip, and life education.

4. Organization Structure of Islamic School Al-Azhar Syifa Budi Surakarta
B. The Activities during Job Training in Islamic School

Al-Azhar Syifa Budi Surakarta

1. Class Observation

The writer observed the condition and situation of teaching and learning activities to get a general description of students’ characteristics so that the writer would get it easier to teach them. Besides, the writer needed enough data to write the final project. The writer did the observation from 4th until 11th February 2009.
Based on the writer’s observation, students of Al-Azhar Syifa Budi have a nice attitude. Every morning they have to greet their teachers who have waited for them in the gate. They also have a habit to read *iqra* after arriving in the class. The students are guided by their class teacher. Before starting the lesson, they have to recite *ikrar*. *Ikrar* is the activity that is done by students every morning. In this activity, the students pray in three languages: Indonesia, Arabic, and English. They recite *ikrar* in school hall and sometimes in the mosque.

Besides students’ habit, the writer also observed the classroom condition. The classrooms are well facilitated. There are students’ chairs and tables, teachers’ desks, white board, cupboard, and air conditioner. The condition of the class supports the teaching and learning process as it can make the students feel comfortable while studying. The number of students in each class which is not too big makes the learning process runs effectively.

Islamic school Al-Azhar Syifa Budi is led by a headmaster. In doing his job, he gets some helps from two vice headmasters. The first vice headmaster takes care of everything related to students’ problem while the second vice headmaster takes care of curriculum matter.

Every class in this school has a class teacher. The class teacher has responsibility to deliver the materials to the students. However, not all subjects are taught by the class teacher. There are some subjects that have specific teacher such as: English, Javanese, Religion, Sport, Art, and Computer.
The writer focused the observation in the 1st grade class. The first grade in this school is divided into four classes. Those are Ali, Utsman, Umar, and Abu. Each class has different characteristics. However, almost all students are active either in answering teacher’s question or asking question to the teacher. As young learners, 1st grade students have general characteristic such as short duration of concentration, easy to get bored, and love playing. Therefore, the writer prepared some activities to make the students not get bored when studying.

2. Class Activities

Teaching and learning process in Islamic School Al-Azhar Syifa Budi Surakarta begins at 7 a.m. The first grade student get English lesson twice a week. The duration for each meeting is 70 minutes. Here is the example of how the writer greets the students to begin the lesson.

The writer : “Assalamu’alaikum Wr. Wb”.

The students : “Waalaikumsalam Wr. Wb”.

The writer : “Good morning Umar.”

The students : “Good morning Miss Yuni.”

The writer : “How are you today?”

The students : “I’m fine, thank you. And you?”
The writer: “I’m wonderful, thank you”.

It is very important for the writer as a teacher to greet the students before starting the lesson. This activity could be the warming-up activity for the students. After asking students condition, the writer gave some questions related to the material that is given. By giving these questions, the writer could measure how far the students’ ability is. Sometimes, the writer also reviewed the materials that had been given to know whether the students had understood or not. When the students said that they had not understood the materials yet, the writer repeated the explanation until the students had understood it well.

3. Lesson Plan

In order to be successful in teaching, a teacher has to prepare the things that he or she needs to teach. A teacher needs to have guideline so that he or she can have fun in teaching activities because everything is well-prepared. Lesson plan is the teacher’s guideline in having teaching activity. Lesson plan consists of Building Knowledge of The Field, Modeling, Joint Construction, and Individual Construction. Therefore, the writer made lesson plan every time the writer wanted to teach.

According to the writer’s experience, even though teaching process was often different from the lesson plan, it was very beneficial to have it as it could give additional plan when the primary planned activities did not run well. It could also give the writer some ease as the writer did not have to be in hurry in preparing teaching tools. By
making lesson plan, the writer had more time to prepare teaching tools days before teaching.

4. Extracurricular Activities

Islamic School Al-Azhar Syifa Budi is holding some extracurricular activities for the students. The purpose of having these extracurricular activities is to develop students’ academic and non-academic achievement. Extracurricular activities are divided based on students’ choice. There are eleven extracurricular that are held by this school. These are: singing, dancing, drawing, theater, basket ball, abacus, English, karate, football, music, and robotic. All of these extracurricular activities are done after school time.

C. Material Preparation
Before doing the job training, the writer made some preparations. Besides observing the 1st grade students’ learning activity, the writer also asked the writer some questions to the English teacher related to the writer’s teaching schedule. The writer also consulted the activities that would be given to the students. Every time the writer wanted to teach, the writer gave the lesson plan to be evaluated by the English teacher before the writer used it. In making the lesson plan, the writer adjusted it to the school English syllabus.

<table>
<thead>
<tr>
<th>NO</th>
<th>STANDARD COMPETENCE</th>
<th>LEARNING MATERIAL</th>
<th>LEARNING ACTIVITIES</th>
<th>INDICATOR</th>
<th>ASSESSMENT</th>
<th>TIME ALLOCATION</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| 1. | Identifying nouns and colors. | There are sheep in the playground | 1. Color and nouns.  
2. Pronounce  
3. There is and there are.  
There isn’t and there aren’t. | Pupils are introduced to pronounce structure “there is” and “there are”, nouns and number. | Oral  
Written | 2 x 35 | Pupil’s book  
Start with English A  
Work book Start with English A  
CD listening |

Below is the English lesson syllabus:
The writer combined the writer’s activity and activity in the students’ workbook. The writer did it as the writer wanted to be creative by not only taking the books activities but also let the students get effective learning activities by still doing their work book based on the syllabus.

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

The writer used two languages in delivering the materials to the students: English and Indonesian. However, the writer tried to minimize the use of Indonesian as this school is bilingual school whose students are accustomed to use English as their daily language. Therefore, the writer tried to use body language to explain things that the students have not understood yet. If they still found it difficult to get the meaning, the writer drew the things in the white board. When the students still found the difficulties even though these two ways had been done, the writer used Indonesian language.

In doing the job training, the writer divided the teaching vocabulary process into three categories: warming up, presentation, and production.

1. Warming Up
The first step in teaching activity is warming up. The function of warming up is to catch students’ motivation so that they will be more active in the class. It can also be used to reduce students’ boredom when the English lesson schedule is in the afternoon.

During the job training, the writer used some activities as the warming up. The first activity was singing. The writer created a song which is match to the material that was given to the students. The writer changed the lyrics to make it more interactive for the students. The writer also added some movements to make the students get more fun. In order to make it easier for the students to sing it, the teacher provided the copy of that song for every student.

However, when the writer used this song as warming up activity, it was not successful enough. It was so as a line in the lyrics is too difficult to sing. By looking at this experience, the writer then tried to look for another song that can be suited to the students.

On another teaching chance, the writer used the song titled “Follow me” as the warming up activity. The writer wrote the lyrics on the white board then asked the students to sing and dance with the writer. Through this song, the writer could warm the students successfully. The students got some fun as they and the writer did some funny movement. To make it more interesting, the writer used different intonation and speed in singing the song.

After singing a song, the writer asked the students several questions related to the material that would be learnt on that day. For example, when the material is Farm Animals, the writer gave some questions such as the following.
The writer : “Okay Umar, do you still remember about farm animals?”

The students : “Yes”

The writer : “Can you mention it?”

The students : “Chicken, horse, cow, sheep …..”

The writer : “Yes, that is correct.”

The writer asked some questions about farm animals directly as the students had learnt about this material before. The writer wanted to check how far the students could catch the vocabulary of that material.

2. Presentation

After opening the lesson by giving warming up activity, the writer continued the teaching activity to the next step that is presentation. Firstly, the writer showed some farm animals’ pictures. The pictures were printed in big size to make it clearer for the students to see the object. Here are these eight pictures:
The writer asked the students to say the names of the animals loudly. This activity was aimed to refresh students’ memory about the material. After that, the writer gave the example on how to write the words on the white board.

The writer also explained the concept of “there is” and “there are”. The writer showed some pictures to the students. In these pictures, the students could see some animals in every paper. The writer guided them at the beginning. For example, when the writer showed the pictures of seven goats, the students then said it “there are seven goats”. After mastering the concept, the writer let the students to say it loudly by themselves. The writer revised when they made mistake.

In another meeting, when the writer explained the material of “parts of animals”, the writer used drawing as the way to present the material to the students. The writer drew some parts of animals such as wings, beak, ears, nose, legs, feet and tail. After drawing parts of animals, the writer asked the students to repeat in saying the names of it. Then, the writer gave example on how to write the words correctly.

When the writer taught the material of “daily verbs”, the writer brought a real object to teach. The writer brought a ball to explain the word ball, throw, and catch. The writer threw the ball to one of the students. The student who got the ball had to do what the writer wanted him or her to do. For example: hop, jump, run, walk, cross, etc.
Then, the writer asked all of them to practice the words that they have learnt on that day with the writer.

When the writer had to teach “things at school” to the students, the teacher used the real object to explain pencil, pencil case, pen, book, ruler, bag, and rubber. After repeating the writer’s pronunciation, the writer asked them to put their pencil, pencil case, pen, book, ruler, bag and rubber on the table. The writer then explained that they had to raise their stationary up when the writer said it. For example, take your pencil! After hearing this order, the students had to raise their pencil up. To make it more fun, the writer played with speed in saying the order. From slow to fast, vice versa.

3. Production

After the students had understood the materials quite well, the writer asked them to play a game. Firstly, the writer divided the class into three groups. The writer asked them to choose an animal as their group name. After that, the writer chose three students as the representative of each group. These three students were coming in front of the class and getting a marker. Then, the writer asked them to stand up at the back of the language laboratory. The writer explained that they had to run to the white board and write the name of the animals after the writer showed it to them. They had to compete to win the game. The fastest student would win the game. The students who had not played yet, counted together 1...2...3...GO! Then these three students run as fast as possible to reach the white board.
After these three students had finished in writing their answer, the writer asked their friend to judge whether these three students’ answer were correct or not. The writer then gave score to the group whose representative could write the words correctly. The group which got the highest score won the game.

This kind of game is called competitive game. This game not only gave funs for students but also moral lesson that they have to be sportive in accepting their defeat. They also got the lesson to be fair by not helping their friend to answer the questions. When the writer applied game for the first time in the class, several students cried. They were crying as they really wanted to win the game. This experience explained about the role of giving rule to students.

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

Besides playing game, the writer also asked the students to do the exercise in their work book. The writer monitored the students work by walking around them so that they could ask question whenever they got difficulties. The writer then asked them to collect their workbook so that the writer could see students’ mistakes and gave the score.

E. The Power of Games
There are several methods that can be used to teach vocabulary to young learners. One of the methods is by playing games. The writer chose games since according to the writer’s experience in teaching young learners, game can make the student really enjoy the learning activity. It does not mean that other methods are bad. Methods such as: TPR (Total Physical Response), big pictures, real object, song, etc are also good for teaching vocabulary especially for young learners. Therefore, it can be said that kinds of methods that are used is not the most important. How to make the students interested in learning the language is the most important thing of all.

Nevertheless, related to the children natural characteristic that is love playing, the writer has strong view that game is powerful in influencing students’ desire to learn. It can build students motivation to learn fast as after mastering the lesson, they can play the game. The material of the game which is still related to the lesson will also improve students’ motivation to understand the lesson. It is so as they will not be able to play the game before understanding the lesson.

The writer felt the power of game when the writer asked the students to play another competitive game. The tools that were used to play this game are: cards, cellophane tape, and marker. In this game, the students were divided into two groups. After choosing two students to play this game, the writer asked them to stand up in the position that was ordered by the writer. In this game, the students had to look at the writer’s drawing. Then, they had to look for card which contains name of animals’ part of body. After getting the correct card, they have to take the cellophane tape provided
by the writer and stick it in the white board. The student who can stick the correct card won the game He or she also gave additional score for his or her group.

In playing these games, the students were happy. It was proved by some students who asked the writer to give the same game. By using game as one of the teaching vocabulary method, the students get more chance to practice on how to write the words correctly, recognize the writing of the vocabulary, and practice their pronunciation more often. Therefore, it can be said that games are powerful in helping the students to master the vocabulary.
Based on the discussion on chapter III, there are some conclusions that can be drawn from this final project report. The conclusions are as follows:

1. The process of teaching vocabulary to young learners can be divided into three stages: warming up, presentation, and production. These three stages are connected each other. The success of one stage will affect the success of other stages. However, the warming up activity needs to get more attention from the teacher as it has bigger role in determining the success of the teaching and learning activity. When the students have already enjoyed the beginning of the learning activity, it will give them more motivation to learn more. The second stage in teaching vocabulary is presentation. In this stage, the methods that are used by the teacher will give big influence of the material understanding of the students. So the teacher has to run this stage well that the students will be able to get optimal achievement. The last stage is production. In the last stage, the center of the activity is on the students. It is so as they have get the explanation about the material. In order to measure their understanding, they have to do the exercises given by the teacher.
2. The power of games in teaching vocabulary for the first grade students in Islamic school Al-Azhar Syifa Budi Surakarta.

Based on the writer’s experience, games could successfully increase students’ motivation in learning English. It is so as the students were asked to learn the language through their favorite way, playing.

Games could give them more fun compared to conservative ways of learning such as making notes or listening to the teacher’s explanation. By learning through games, students are being an active side that becomes the center of the learning process.

So, it can be said that games is one of the appropriate ways to learn language. Games can give more fun and higher motivation that are needed by the students.

B. Suggestion

1. Islamic school Al-Azhar Syifa Budi Surakarta

It is hoped that the school can provide more games aids to support the teaching and learning process in this school. Various games that are provided by school will help the teacher whenever the teacher wants to use it for teaching. Besides, the school should also encourage the teacher to use the games aids provided in order to reach optimal learning result.
2. English teacher of Al-Azhar Syifa Budi Surakarta

The teacher should be more creative in using games to teach. There are many kinds of games that can be used for teaching English. Based on the writer’s experience, the competitive game by using cards is suitable for the materials of farm animals. However, this game might not be suitable for other materials. Therefore, it is expected that the teacher can explore more kinds of games that can be applied in the classroom. Games such as puzzle, scrabble, and cards can be played in the classroom whenever it is possible to do. Playing these games for ten minutes before ending the class will give the students more fun and increase their motivation to master the language. Besides, it can give them perception that learning English is easy thing to do.


Indiana Foundations for Young Children. “Foundations for Young Learners”.


Penilaian Praktek Kerja
Mahasiswa Program Diploma III Bahasa Inggris
Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret
Surakarta

Nama : YUNI HARYANTI
NIM : C9306153

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

9.0 (sembilan puluh) *

*Angka 10 – 100
Model penilaian tidak mengikat

Pembimbing di Perusahaan Swasta/ Instansi Pemerintah
SURAT TUGAS

Nomor : 025/H27/1.1/D.3 Bahasa Inggris/ JT/2009

Ketua Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret Surakarta dengan ini menugaskan:

Nama : YUNI HARIYANTI
NIM : C9306153
Semester : V (LIMA)

Untuk melaksanakan praktek kerja di:

SD AL-AZHAR SYIFA BUDI

Dalam rangka memenuhi salah satu syarat akademik untuk menyelesaikan studi pada Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret Surakarta.

Demikian agar tugas ini dapat dilaksanakan sebaik-baiknya.

Surakarta, 27 Januari 2009

Ketua Program

[Signature] Kurniawan, SS, MA

[Signature]
DEPARTEMEN PENDIDIKAN NASIONAL
FAKULTAS SAstra DAN SENI RUPA UNIVERSITAS SEBELAS MARET
PROGRAM D.III BAHASA INGGRIS

Surakarta, 27 Januari 2009

Nomor : NOTA KUSUS
Lampiran :
Perihal : PERMOHONAN PJN PRAKTEK KERJA LAPANGAN MAHASISWA

Kepada : Yth. KEPALA AKZAR SYIFA BUDI
Di Tempat

Dengan hormat,

Dengan ini kami, Pengelola Program D.III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret, memohon kesediaan dan bantuan Bapak/Ibu kiranya dapat memberikan kesempatan kepada mahasiswa kami untuk melaksanakan Job Training atau Praktek Kerja Lapangan ( Magang ) di Instansi/Lembaga/Perusahaan yang Bapak/Ibu pimpin.

Praktek Kerja tersebut merupakan kegiatan kurikuler yang sangat diperlukan untuk memantapkan keterampilan mahasiswa dalam bidang kerja yang akan mereka hadapi kelak dikemudian hari. Praktek kerja yang diwajibkan kepada mahasiswa yang bersangkutan berlangsung selama 100 (seratus) jam.

Perlu kami tambahkan bahwa mahasiswa telah dibekali dengan kemampuan berbahasa inggris, tetapi Praktek Kerja yang mestinya mereka jalani tidak harus secara langsung sesuai dengan bidang Bahasa Inggris. Selain itu Mahasiswa kami masih mengikuti perkuliahan, sesuai jadwal, sehingga mereka tidak bisa memenuhi jam kerja secara penuh.

Adapun rincian pelaksanaan tugas yang perlu dipenuhi oleh mahasiswa diantaranya : penalaran, keterampilan, disiplin, rutinitas kehadiran, penampilan, penguian dan tanggung jawab.

Kami mohon agar mahasiswa selesai melaksanakan Praktek Kerja, Bapak/Ibu berkenan memberikan nilai pada formulir yang kami lampirkan. Nilai diberikan secara Kumulatif dan dikirim kepada kami dalam sampel tertutup.

Adapun Mahasiswa yang akan melaksanakan Praktek Kerja adalah:

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
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<tr>
<td>1</td>
<td>YUNI HARDYANTI</td>
<td>C93066123</td>
<td>JL.PAJAARAN UTARA III NO.8 RT 03/X SUMBER SOLO</td>
</tr>
</tbody>
</table>

Atas kesediaan Bapak/Ibu dalam memberikan kesempatan dan bimbingan kepada mahasiswa kami, kami mengucapkan terimakasih. Bersama ini kami lampirkan formulir penilaian.
Reading

What am I? Read and write the words.

1. I am brown. I've got two ears and four legs. I've got a long tail. I'm not a goat or a cow. What am I? I'm a ________ ________

2. I am black or white or brown. I've got two wings and two legs. I'm not a duck. What am I? I'm a ________ ________ ________ ________

3. I am black and white. I have got four legs. I have got a thin tail and a big nose. I say 'moo'. What am I? I'm a ________ ________

Teacher/parent note: This activity reinforces colours, animals and parts of their bodies. Pupils write the words that correctly identify the pictures.