

**THE EFFECTIVENESS OF USING GAMES IN
TEACHING ENGLISH SKILLS TO THE FOURTH
GRADER OF SD N MUKIRAN 03, KALIWUNGU,
SEMARANG**



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**

By:

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**ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
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SURAKARTA**

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Title : THE EFFECTIVENESS OF USING GAMES IN TEACHING
ENGLISH SKILLS TO THE FOURTH GRADER OF SD N
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PREFACE

All the praises and worship are only for Allah SWT.

This final Project titled The Effectiveness of Using Games in Teaching English Skills to the Fourth Grader of SD N Mukiran 03, Kaliwungu, Semarang. It is made as a partial requirement in obtaining degree in English Diploma Program, Letters and Fine Arts Faculty of Sebelas Maret University.

In this report, the writer tries to describe the process of teaching English skills and to describe the effectiveness of applying games in teaching English skills to the fourth grader of SD N Mukiran 03, Kaliwungu, Semarang. Actually, some effective benefits can be found out by applying games in teaching English skills.

The writer is aware that this report is far from perfect. Therefore, the writer will be very pleased to accept any criticism, recommendation, and suggestion for the development of this report. Finally, the writer hopes this final project report will be useful for all readers.

Surakarta, 2010

The Writer

MOTTO

Never give up...try and do it!

(Myself)

Always learn from your past, face your present, and ready for your future.

Do all the goods you can, All the best you can, In all time you can, In all place
you can, For all the creatures you can.

(Anonymous)

DEDICATION

This final project report is dedicated to:

Myself

My beloved parents

My beloved brother and sister

All of my Lecturers

All of my Friends

ACKNOWLEDGMENT

In the name of Allah Ar-Rahman Ar-Rahim. Praise is to Allah Lord of The World. May Peace and Bless be upon Prophet Muhammad SAW. Thanks to Allah, for giving blessing and guidance, the writer has finished her final project report.

The writer realized that this final project report could not be done successfully without the help from many person and institutions. In this opportunity, the writer would like to express the highest gratitude and appreciation to:

1. Drs. Sudarno, M.A, Dean of Letters and Fine Arts Faculty of Sebelas Maret University, for approving this report.
2. Yusuf Kurniawan, SS, M.A, the head of English Diploma Program.
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5. All of the lecturers of English Diploma Program, for guidance and knowledge that have been given for the writer.
6. Dari Giyarti, S.Pd, Headmistress of SD N Mukiran 03, for permitting and guiding to do the job training.
7. All of the teachers in SD N mukiran 03 thank you for the kindness and guidance.
8. All of the students of SD N Mukiran 03, Kaliwungu, Semarang.

9. Her beloved parents, for the pray, love, care and guidance. Her beloved brother and sister, thanks for giving support and advice.

10. All of my friends, thanks for the support, pray, and advice.

Finally, the writer realizes that this final project report is far from being perfect. Therefore, the suggestions for the development of this report are really accepted and needed.

The writer

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THE EFFECTIVENESS OF USING GAMES IN TEACHING ENGLISH SKILLS TO THE FOURTH GRADER OF SD N MUKIRAN 03, KALIWUNGU, SEMARANG

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ABSTRACT

2010. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This report is written based on the job training done by the writer as an English teacher in SD N Mukiran 03, Kaliwungu, Semarang.

This report seeks to describe the process of teaching English skills by using games and to describe the effectiveness of using games in teaching English skills to the fourth grader in SD N Mukiran 03, Kaliwungu, Semarang.

The data of this report were collected by observation, interview, and experience when the writer taught English lesson. The observation was done in the class. The interview was done toward the teachers and the students.

The report reveals that applying games in teaching English to the children give some effective benefits, especially in teaching English skills. Game is the effective method to be applied in the English class.

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CHAPTER I

INTRODUCTION

A. Background

Nowadays, English as an international language becomes very important. Even now, we are on globalization era. English is used in many fields such as, Politics, Economics, Social, and Education. Therefore, English as a language in international communication is needed by many people to deliver thought and interact in a variety of situation.

English is one of the foreign languages in Indonesia. Many people compete to be able to master English. English is considered as a difficult subject for the Indonesian, because English is completely different from Indonesian language being look from the system of structure, pronunciation and vocabulary. Due to the reason, it is better to teach English in early age.

As the first foreign language in Indonesia, English is taught to the school. Firstly, English is taught to the students at Junior High School, Senior High School and University. Now, Indonesia is ready to join global market. As a result, the Indonesian governments always make efforts to develop the Indonesian education quality. The English teaching in Indonesia improves from time to time. Based on the Indonesian government's plan, English is also taught at Elementary School and even now at Kindergarten. English is better to be taught to the students as early as possible because it can motivate them to be ready and self-confident in learning English at higher level of education.

To make children familiar with English, Elementary School is the right place. Teaching English involves of four skills, there are writing, speaking, reading and listening. Students at Elementary School are still young, so they just learn the basic of English including vocabulary and simple grammar.

Studying a language is needed for communication. Skills are required for communication. Therefore, if we want to study a language, we should have the language skills. For example, we want to study about English, so we should have the English skills. Without skills, it is difficult to us in learning language, especially for beginner. Therefore teaching English skills to the young learners is very important. It can help them in mastering English because they have the skills.

In fact, the role of teaching English skills to the young learners is very important. Children love in joining fun activities. Therefore, the teachers should think about their teaching method and technique. The teachers are expected to be imaginative and creative in developing their teaching techniques to make the English lesson more exciting.

Due to the reasons above, the writer used games in teaching English skills as the method, such as puzzle, fill the blanks, describe picture, read and tick, and listen and color. The writer expects that those kinds of games could be an effective way in teaching English skills.

The writer is interested in teaching English to the students of Elementary School. The writer chose SD N Mukiran 03, Kaliwungu, Semarang as a place to complete the job training because English is taught to the school. During the job training the writer had as a temporary English teacher and had to teach students of

second grade, fourth grade and fifth grade. The writer focused on fourth grade in doing observation.

This final project is written to describe the English teaching activity in SD N Mukiran 03, Kaliwungu, Semarang and to describe the effectiveness of using games in teaching English skills to young learners. The writer focused on the students of fourth grade. The writer chooses the title **“The Effectiveness of Using Games in Teaching English Skills to the Fourth Grader of SD N Mukiran 03, Kaliwungu, Semarang”** for the final project report.

B. Objectives

The objectives of this final project are:

- a. To describe the process of teaching English skills for children by using games.
- b. To describe how effective in teaching English skills by using games.

C. Benefits

The writer hopes that this final project report will give benefits to:

- a. English Diploma Students of Letters and Fine Arts Faculty, Sebelas Maret University.

The writer expects that this final project can be used as an additional aid and a reference for those who are interested in teaching.

- b. SD N Mukiran 03, Kaliwungu, Semarang

The writer expects that this final project report and job training done by the writer can be additional information to the English teacher in SD N Mukiran 03 in teaching English. In other words, the writer hopes that this final project report can be useful to the English teacher in SD N Mukiran 03 in increasing the quality of teaching English to the students.

- c. Readers

The writer hopes that the reader will obtain knowledge about the effectiveness of using pictures and games in teaching English skills. Besides, this final project report can be a reference for the readers who are interested in teaching field.

CHAPTER II

LITERATURE REVIEW

Chapter II consists of literature review related to the topics of discussion. This chapter contents of six topics. The topics are the definition of teaching and learning, young learners, English skills, teaching English skills to young learners, the definition of games, and the use of games in teaching English.

The topics above will be explained detail bellow:

A. Teaching and Learning

1. Teaching

Teaching is an activity between teachers and students in transferring knowledge during teaching- learning process. According to *Longman Dictionary of Contemporary English* (2003:1700), Teach is to give lessons in a school, college or university, or to help someone learn about something by giving them information.

Teaching is helping and guiding someone to study about something. As stated by Brown "Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge", (Brown, 2000:7). Teaching is the process of facilitating and enabling someone to learn.

In a teaching process, teachers have an important role in holding the activity. Teachers are the leader in the class management. Therefore, a good teacher should have a good method of teaching. According to Harmer, the success of a teaching method depends on good organization and on the students knowing exactly what they are to do (Harmer, 1991:239).

Moreover, Harmer explains the characteristics of a good teacher are:

1. Teachers should make their lessons interesting.
2. Teachers must love her/ his job.
3. Teachers should have lots of knowledge.
4. A good teacher is an entertainer in a positive sense, not a negative sense.

(Harmer, 1998:1-2)

2. Learning

Learning is getting knowledge. Based on the *Longman Dictionary of Contemporary English* (2003:916), Learn is to gain knowledge of a subject or skill by experience, by studying it, or by being taught. Learning is the process or experience of gaining knowledge or skill.

Similarly, Brown says that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 2000:7). It means that learning is the process of someone to knowing something by practice it.

Moreover, Brown breaks down the components of the definition of learning,

- a. Learning is acquisition or getting.
- b. Learning is retention of information or skill.
- c. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- d. Learning involves some form or practice, perhaps reinforced practice.

(Brown, 2000:7)

B. Young Learners

According to Sarah Philips, young learners are children from the first year of formal schooling (five/ six years old to eleven/ twelve years of ages) (Sarah Philips, 1993:5). Young learners are those who learn at kindergarten or elementary school.

Similarly, Scoot and Ytreberg divide the children into two main groups. There are the five to seven year old and the eight to ten year olds (Scott and Ytreberg, 1990:1). In their book entitled *Teaching English to Children*, they also explain about the characteristics of the young language learners, such as:

1. Young learners know that the world is governed by rules.
2. Their own understanding comes through hands, eyes and ears.
3. They have a very short attention and concentration span.
4. Young children are often happy playing and working alone but in the company of others.
5. Young children are enthusiastic and positive about learning.

(Scott and Ytreberg, 1990:2)

The fourth graders of elementary school are in the age of nine or ten. They still love to play and learn through their hands, eyes, and ears. They were very enthusiastic in fun learning process.

Moreover, Brumfit and Ray Tongue explain there are some characteristics that young learners share:

1. Young learners are just beginning their schooling, so that teachers have a major opportunity to mold their expectations of life in school.
2. As a group, they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school.
3. They tend to be keen and enthusiastic learners, without the inhibitions, which older children sometimes bring to their schooling.
4. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling.
5. They need physical movement and activity as much as stimulation for their thinking and the closer together these can be better.

(Brumfit and Ray Tongue, 1995: V)

Based on the explanation above, it can be described that young learners are children in the early stages of their schooling. Children have different characteristics from adult. Young learners want to know everything in their surroundings.

C. English Skills

English skills include of four skills, namely listening, reading, speaking and writing. According to Roger Gower, Diane Phillips and Steve Walter, English skills are divided into two main groups, namely receptive skills (listening and reading) and productive skills (speaking and writing). The receptive skills are concerned with the understanding of something written and spoken. While the productive skills of speaking

or writing are focus on getting things right (accuracy), or on getting the meaning across (fluent communication or fluency), (Roger Gower, Diane Phillips and Steve Walter, 1995: V-VI).

Meanwhile, Harmer explains that speaking and writing involve language production and are therefore often referred to as productive skills, while listening and reading involve receiving messages and are therefore often referred to as receptive skills (Harmer, 1998:16).

Moreover, Brumfit and Ray Tongue say that listening and reading as receptive or modes of oracy and speaking and writing as productive or literacy (Brumfit and Ray Tongue, 1995:115-116).

Based on the explanation above, it can be seen that English skills can be divided into two groups, namely productive skills (writing and speaking) and receptive skills (listening and reading).

D. Teaching English Skills to Young Learner

Teaching English skills to young learners is very important. We not only teach vocabulary and grammar but also equipping students with the language skills. As stated by John Haycraft "Learning a language usually has practical aim to enable students to communicative in that language. Therefore, every minute of every class be directed to equipping students with the language skills they really need" (John Haycraft, 1997:18). Students need meaningful, interactive practice in the skills in order to learn to use the language.

Similarly, Harmer says that teaching language skills would help the students to approach the foreign language with more confidence and a greater expectation of success (Harmer, 1998:25). Therefore, it is very important that the teacher should help the students in learning language skills. It can help the students to be success in learning a foreign language.

Teaching of skills at lower level or beginner will be general depend on students need or the syllabus. Based on the Minister of National Education policy, number 23, 2006 as cited by Kasihani Suyanto, Standard Competence of Education Unit for English in Elementary School included:

1. Listening

Students understand about instruction, information, and simple story.

2. Speaking

Students can reveal the meaning of simple interpersonal and transactional discourse (instruction and information) orally.

3. Reading

Students read loudly and understand the meaning of instruction, information, short functional text, and descriptive text.

4. Writing

Students can write English words, sentences, and simple functional text correctly (including spelling and punctuation).

(Kasihani Suyanto, 2007:5)

E. Games

Based on the *Longman Dictionary of Contemporary English* (2003:663), Game is the system to use rules or laws to get what you want in an unfair but legal way. A game is an activity with rules, a goal, and an element of fun. Game has some components, they are goals, rules, challenge and interactivity. According to Jill Hadfield, there are two kinds of games: competitive games in players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together toward a common goal (Jill Hadfield, 1998:4). Game is not only as challenge or competitive but also as cooperation.

Meanwhile, Wright classifies the games into five kinds, namely: educational or informative games, sports games, sensorimotor games (e.g. action games, arcade games, etc), other vehicular simulators game, strategy games (e.g. adventure games, role-playing games, puzzle, etc) (Andrew Wrigth, 1984).

Similarly, Brewster and Dennis Girard divide the games into two kinds: code-control games and communication games. Code-control games have the aim to score

more points than others do and there is often a winner. It is played in whole class or teams. Communication games focus on accuracy to the development of fluency and more purposeful 'communication' or often rely on information gap. It is often played in pairs or small groups (Brewster and Dennis Girard, 1992:180-181).

According to Brumfit and Ray Tongue, there are some characteristics of games: games are activities governed by rules, which set up clearly defined goals, games involve a contest either between players or between the players and the goal, and games should led to having fun (Brumfit and Ray Tongue, 1995:142-143). Game is a fun activity with rules which can compete between the players.

F. The Use of Games in Teaching English

Children love in joining fun activities. As stated by Harmer, "children need to be involved in something active (they will usually not sit and listen!)" (Harmer, 1991:7). It means that children like playing very much. Children need frequent changes of activity. The teachers should to be more imaginative and creative in creating a teaching method.

Children like playing games. Teachers can use game that is provided any communicative activity in teaching English to the children. As Roger Gower, Diane Phillips and Steve Walter said, "Many conventional games can be adapted to foreign language teaching, as with any communicative activity the areas of languages produced may be predictable and therefore useful as a guided activity" (Roger Gower, Diane Phillips and Steve Walter, 1995: 110). It means that game can help the teacher in teaching foreign language to the students.

Meanwhile, John Haycraft says that, games are an agreeable way of getting a class to use its initiative in English. As they are gently competitive, they increase motivation (John Haycraft, 1997: 94). Besides, game is fun activity; game can motivate students in joining teaching- learning process. It can attract the students' attention.

Teaching English using games is a good way. As stated by Scott and Ytreberg, "Playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign language learning too" (Scott and Ytreberg,1990: 5). Using game in teaching a language can help the students in developing their language especially in the first stage. It means that play is in the essential nature of child.

Besides game is fun activity, game also can help the children in increasing their language skills. As stated by Brumfit and Ray Tongue, "Children learn trough playing. In playing together, they interact and in interacting they develop language skills", (Brumfit and Ray Tongue, 1995:142).

CHAPTER III

DISCUSSION

A. General Description of SD N Mukiran 03

SD N Mukiran 03 is a state elementary school. The school is located in Mukiran, Sub district of Kaliwungu, and Semarang Regency. SD N Mukiran 03 was established on August 1st, 1981. The legalization of the school was based on the Local Government Decree No. 101032216021.

The building of SD N Mukiran 03 consists of six classrooms and a teachers' room. This school also has a field for flag ceremony and sport activities. Moreover, this school has some facilities, such as, two bathrooms, a library, a small medical room and a warehouse.

SD N Mukiran 03 has vision, missions and main purposes. They will be explained bellow:

1. Vision

Excellent in achievement, polite in behavior.

2. Missions

- a. Developing the comprehension and implementing of their religion.
- b. Holding the effective learning and guiding.

3. Main Purposes

- a. Achieving the implementation and the service of education.
- b. Achieving the human resource based on the inventive and prospect potential.
- c. Preparing the sixth graders to learn in the higher level of education (Junior High School).

The number of students in 2009/ 2010 is 103 students. SD N 03 Mukiran has a headmistress, 10 teachers and a security.

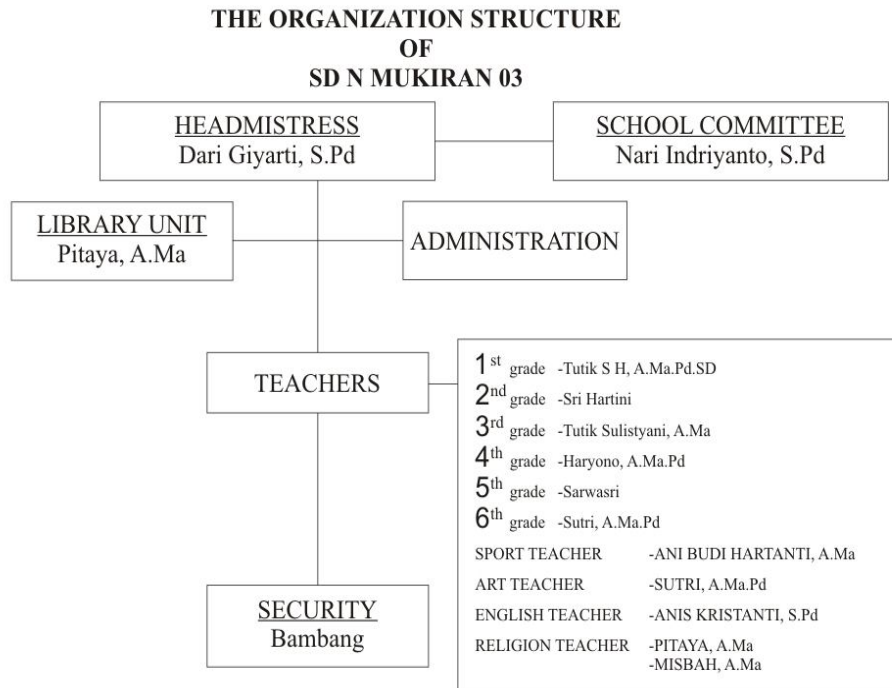


Table 3.1

B. Job Training Activities

1. Class Observation

The writer did the observation by doing job training from January 25th until February 27th, 2010 in SD N Mukiran 03. The English lesson at SD N Mukiran 03 is taught to the students at first grade until sixth grade and is taught once a week, 70 minutes per meeting. The writer got the opportunity to teach English for students at second grade, fourth grade and fifth grade. The writer focused on fourth grade in doing observation.

Physically, the classroom observed is good enough to do teaching-learning process. The classroom has a door and some windows. Inside the classroom, there were 11 desks and 11 long chairs. Besides, there was a teacher desk with a chair. In the classroom, there were a white board and two cupboards.

In completing data, the writer participated as a temporary English teacher. There were 16 students in fourth grade consisting of 6 girls and 10 boys with average age between 9- 10 years. The students of fourth grade were still young and English was a new lesson for them, therefore they just studied the basic of English.

During the completion of job training, the writer faced a problem. The students did not have handout books. Therefore, the writer had to write the materials on the whiteboard. Besides, the students should write the materials on their book. It could make the class to be ineffective. Due to the reason, sometimes the writer copied the material that would teach and share to the students.

During the English lesson, the writer always stayed in the classroom because if the students had difficulties in doing the task, she could help them. The students were happy when the writer began the class. The students had the writer

give some guessing before the class will be stop. It showed that they were very enthusiastic in learning English.

2. Making Lesson Plan

Making lesson plan was very important. Usually, a teacher made lesson plan before presenting the materials. A lesson plan could help the teachers in explaining the material. Lesson plan could help the teacher to manage the time. Therefore, the teaching- learning process could be success.

According to Scoot and Ytreberg, the reasons why good teachers plan their work are:

- a. It saves time.
- b. They know what they will need for each lesson.
- c. They can easily see how to balance their lesson.

(Scoot and Ytreberg, 1998:97)

Making lesson plan could help teachers knowing what they will do or what they will teach. It could help the teachers to minimize their mistakes in teaching-learning process. Therefore, the writer always made lesson plan before teaching.

The material used by the English teacher in SD Negeri Mukiran 03 in making lesson plan is based on *Fokus* book published by Shindunata. Before teaching, the writer made lesson plan suitable with the material given by the English teacher but the writer got the chance to make the exercises by herself. The exercises made by the writer consist of four skills. They are writing, speaking, reading, and listening skill.

Meanwhile, a lesson plan made by the writer consists of:

a. Opening

This step includes greeting section. Before the class, the writer greets the students, for example, “Good morning students”.

b. Warming Up

In this step, the writer asks the students some questions related to the topic that will be discussed. Besides, the writer gives explanation about the material. The writer used some pictures both in asking question and in explaining the material to the students.

c. Body (Main Activity)

In this stage, the main activity is done. The writer gives some exercises to the students.

d. Closing

Closing is the last stage in teaching- learning process. The writer reviewed about what the students have done or gave conclusion.

All of preparation above was arranged into the lesson plan enclosed in the appendices.

3. Teaching and Learning Activities

In the fourth grade of SD N Mukiran 03, the English lesson was done on Tuesday at 11.00 a.m. until 12.10 p.m. Before teaching-learning process, the

writer did some preparation. The writer prepared lesson plans, materials, and equipments to support the teaching-learning process.

Before starting the class, the writer greeted the students. After that, both the writer and the students prayed together. Then, the writer checked the students' attendance. If the students have homework, the writer and the students discussed the homework firstly before start the lesson.

After discussing the homework, the writer began the lesson by giving some questions related to the topic that will be discussed and then explaining the material to the students. This activity was as warming up. The writer used some pictures both asking questions and explaining the material. By using pictures, it could attract the students' attention. Students are more interested in joining the class. Pictures could help the students to understand about the material.

After explaining the material, the writer gave some exercises to the students. The writer used games in giving the exercises. The games included of language skills. There are writing, speaking, reading, and listening skill. To end the class, both the writer and the students sang a song together. Besides, the writer gave some homework to the students. It will be checked in the next meeting. The homework could evaluate the writer's way of teaching.

In teaching-learning process, the writer did not use English all of time. The writer also used Indonesian. It is because the students could not understand and could not catch what the teacher said. Besides, English lesson is the new lesson for them. To avoid this condition, the writer also used some picture to explain the

material or to explain the instruction. It could help the students understand about what the writer said.

C. Discussion

1. The Use of Games in Teaching English Skills

The process of teaching English skills by using games in the fourth grade consists of four steps. There are will be explained bellows:

1. Opening

Opening is the first step in teaching process. This activity is always done before starting the lesson. Usually, the writer greeted to the students. Greeting could help the teacher knowing whether the students are ready to join the class or not. Besides, it could make the students familiar to say greeting in English. The greeting used by the writer, for instance:

Writer : “Good morning students”

Students : “Good morning my teacher”

Writer : “How are today?”

Students : “I am fine thank you and you”

Writer : “I am fine too.”

In this stage, both the writer and the students prayed together. The writer also checked the students’ attendance.

2. Warming Up

In this stage, the writer presented the new material to the students. The writer also asked some questions to the students about the topic that will be discussed. The writer used some pictures both in explaining the material and in asking question to the students. The topic discussed was about fruits, the writer would ask the students some questions as follows:

Writer : “What fruit is it?” (Showing apple picture)

Students : “Apple”

Writer : “Good...It is an Apple.”

Writer : “What fruit is it?” (Showing mango picture)

Students : “Mango”

Writer : “Great...It is a mango”

This stage was done to introduce the material. Besides, it was as brainstorming. It could make the students to be ready in joining the class. The writer used some pictures to make the students more understand about the material.

3. Body (Main Activity)

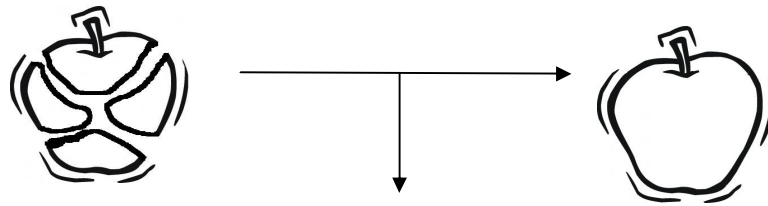
In this stage the main activities were started. There were four skills taught by the writer to the fourth grader. They were writing, speaking, reading, and listening.

a. Teaching Writing

Teaching Writing skill is very important because it is a basic language skill. Students need to know how to write in English correctly. In teaching writing skill, the writer used Puzzle and Fill the Blanks game.

1. Puzzle

First game used by the writer was *Puzzle*. It was a group and competitive game. The writer divided the class into six groups. The students arranged the fruits puzzle into a good order then they should find the name of fruit in fruit square by circling it. This game is aimed to make the students compete each other to be the winner group in finding the words. The winner was the group founded more words than other did. The students were very enthusiastic doing this game.



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

This game could make the students interested with the lesson. This game could motivate the students in teaching- learning process. The learning process became more fun and effective.

2. Fill The Blanks

Second game was *Fill the Blanks*. The students should guess the words and fill in the missing letters. The students fill in the missing letters correctly.

Fill the blank!

Example:

O_A_GE = ORANGE

1. A_PL_ =
2. P_N_PP_E =
3. S_AR FR_I_ =
4. M_N_O =
5. _A_ANA =
6. C_ERR_ =
7. S_RAW_ER__ =
8. _VO_AD_ =
9. _RA_E =
10. MA_G_ST_EN =

This game could help the students to write the name of fruits in English correctly. This game also could help the students in memorizing the material.

b. Teaching Speaking

Teaching speaking skill to the young learners is very important. It could help the students knowing how to speak in English. They need to know how to pronounce spoken English.

In teaching speaking, the writer used game called *Describe Picture*. It was the individual game. The writer asked the students to draw some fruits picture then submitted to the writer. After that, the writer started the game by choosing one of the students randomly. In choosing the lucky students, the writer used song. Both the writer and the students sang the song together. The students who get the chance should describe the picture (the students chose two of the fruits

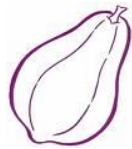
pictures) in front of the class. The students not only mentioned the name of the fruits but also spelled the letters of the words correctly.

Song:

Watermelon	2x
Pineapple	2x
Grape, Orange and Apple	2x
Banana	2x

(Melody: Are You Sleeping)

For Example:



PAPAYA

(/pi:/ /eI/ /pi:/ /eI/ /waI/ /eI/)



BANANA

(/bi:/ /eI/ /en/ /eI/ /en/ /eI/)

This activity could make the students knowing the name of fruits in English. Besides, it could help the students to say and to spell the fruits name in English correctly.





The teacher asked the students to draw some fruits pictures because it could make the students to be active in the class. It also could help the students to be more independent and responsible for what goes on the classroom. The writer chose the students randomly by the song. It could make the class condition to be fun. The students became more interested to join the class. When one of the students played the game, the other students should pay attention.

c. Teaching Reading

Teaching reading is also important. We did not just teach how to read written English but also how to understand the meaning/ message in the sentences.

Based on the reason above, the writer used game called *Read and Tick* in teaching reading skill to the students. This game was like matching pairs. The students should choose the right picture based on the statement by ticking it.

For example:

1. There are three yellow pineapples  
2. It is an orange orange  

The purpose of the game was students are able to understand the meaning of what they read. The students not only read the sentence but also catch the meaning of the sentence. In the exercises, there were not only about fruits but also numbers and colors. It could help the students remembering the material about numbers and colors in English.

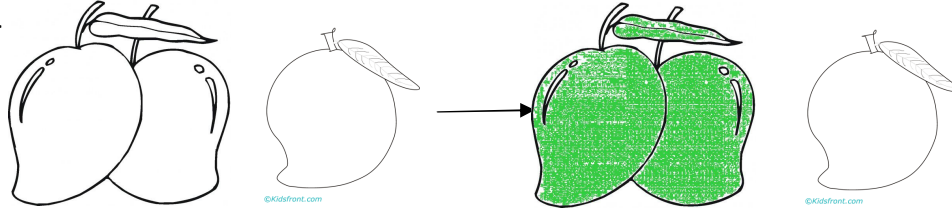
d. Teaching Listening

Teaching listening skill is important to the young learners. Usually, young learners learn new language from what they hear.

In teaching listening skill, the writer also used game. The writer used game called *Listen and Color*. The students should hear what the writer said then they chose the right picture by coloring it. In this game, the students should listen carefully so they could understand the meaning of what they heard.

For example:

1. *There are two green mangoes*



The writer used *Listen and Color* game because children love coloring

picture. The writer asked the students to color the picture by them self. This game could attract the students' attention during the teaching-learning process. In this game, the writer also combined numbers and colors.

4. Closing

Closing is the last step in teaching-learning activity. Before ending the lesson, the writer reviewed about what the students have done. The writer also gave some homework to the students. It could help the teacher knowing how far the students understand the lesson. Both the writer and the students sang a song together. Before, ending the lesson, sometime the writer gave challenge related the lesson to the students. It could make the students very happy. After that, the writer said “thank you” and “good bye” to the students. The writer also had the students study at home.

2. The Effectiveness of Using Games in Teaching English Skills

A game is fun and enjoyable activity. Children like playing fun activity. Teacher can use game as their method in teaching English to the children. As a method of teaching-learning process, games have a big role in helping the students to learn English as a foreign language.

English games not only engage the children but also teach through play. A game creates a classroom where the students not only learn but also truly enjoy their time in there. Therefore, games can make the class fun. Incorporating English games into the classroom can build interest in the class. Games can attract the students' attention during the teaching-learning process because they like playing games. Besides, games also can motivate the students in joining the teaching-learning process. Games can help the students in mastering the language. Games also can create the bond between students and teacher.

1. Games make the class be fun

Teaching English skills really needs an active participation of the students. Remembering that children can easily be bored in doing some activities, games can help the teacher make the funny activities. More games are fun and enjoyable to do. Some children like playing games. Therefore, the writer used game to teach English skills to the students. It is hoped that the students could love English.

2. Games can attract the students' attention

Generally, young learners could not always concentrate and pay attention during the teaching-learning process. Were the lesson boring, they would play and chat with their friend. It could disturb the learning process and could make the class to be ineffective. By using game in teaching-learning process, the students

were very enthusiastic in joining the activity. Therefore, the writer could handle the class because the students give more attention to the lesson.

Games are enjoyable activity. Games can make the students to be more active in class. They will give more attention and will be active to response what the teacher teaches. Therefore, the students will accept the lesson easily.

3. Games can motivate the students in joining the class

There are many kinds of games such as, competitive game. Generally, children love joining challenge activity. Competitive game compete the player to be the winner. Applying competitive game in the class is good way. It could motivate the students in joining the class. Game also gave warm reception to follow the English lesson. Moreover, they were waiting for the chance to join the English lesson.

Using games in class also can be icebreaker and energizer whether starting the class and ending the class. Therefore, the class will enjoyable for the students. They will keep enthusiastic in joining the teaching- learning process.

4. Games can help the students in mastering the language

Some English games provide communicative activity. When the students played the game, they interact and communicate with other. It was the meaningful and contextual practice, so the language became more vivid in their minds. The students were able to remember what they have learned. In playing game, the students interact with other students and thoroughly they increased language skills.

5. Games can create the bond between students and teacher

Generally, a teacher wants to build a bond with their students. A teacher wants to be close to their students. By using games in teaching-learning process, it would be able to show our self as a person, not just a teacher. Playing games created a positive class environment. It allowed children to relax and enjoy themselves and those around them. Due to the reasons, the writer used games in teaching English skills because the writer wants to be close to her students. She not only wants to be a teacher but also to be a friend for them.

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