TEACHING ENGLISH BASED ON GAME TECHNIQUE TO THE SECOND GRADE STUDENTS OF SDN MASARAN I, SRAGEN

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
SEBELAS MARET UNIVERSITY
SURAKARTA
2010

APPROVAL OF THE SUPERVISOR

Approved to be examined before the board of examiners, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

Title   : TEACHING ENGLISH BASED ON GAME TECHNIQUES

TO THE SECOND GRADE STUDENTS OF SDN

MASARAN I, SRAGEN

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APPROVAL OF BOARD EXAMINERS

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

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TECHNIQUES TO THE SECOND GRADE
STUDENTS OF SDN MASARAN I, SRAGEN

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Examination Date :   July 8, 2010

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MOTTO

"The best way out is always through"

-Robert Frost-

DEDICATION

This final project report is dedicated to:

- ✓ *Allah SWT*
- ✓ *My family*
- ✓ *My Friends*
- ✓ *My self*

PREFACE

First of all, the writer would like to thank to Allah SWT who has given everything. The writer also thank to all people for giving support and spirit in finishing the final project report entitled, "Teaching English Based on Game Techniques to the Second Grade of Students of SDN Masaran I, Sragen.

In this final project report, the writer is interested in discussing the game techniques applied by the teacher in teaching English to the students. The game is matching pairs game. This final project report also discussed the process of teaching English based on this game.

Finally, the writer realizes that this final project report still have many errors. The writer will be glad to receive any comments, corrections and suggestions in order to make this final project better.

ACKNOWLEDGEMENT

In the name of Allah, Who is the Most Loving and the Most Merciful. All praise to be Allah, the Lord of the Worlds. Peace and blessing of Allah SWT be upon our Prophet Muhammad SAW and on his family and companions.

Alhamdulillahirobbil 'alamin, thanks to Allah SWT for giving so much happiness and easiness in my life. Thank you for the loving family and friends I have. They are the people who always love, pray and guide me to finish my final project report. They always wish me luck and support me anytime. I love you all.

I also would like to say thankfulness to these following people:

1. Drs. Sudarno, M.A, the dean of Faculty of Letters and Fine Arts, Sebelas Maret University.

2. Yusuf Kurniawan, S.S, M.A, The head of English Diploma Program.

3. Dr. Tri Wiratno, M.A , my supervisor. Thanks for the patience and advice.

4. Dr. Djatmika, M.A , my academic consultant.

5. All of the lecturers in English Diploma Program.

6. Mr. Daryono, S.Pd, Mr. Soffyan Suri and all of the teachers in SDN Masaran I, Sragen.

7. My mother, thank you Mom. I hope you will be recovered soon. I love you Mom.

8. My family. The greatest family I have.

9. My beloved "papa". Thanks for supporting me. Miss you so much

10. My lovely friends: Mbak Ita, Maz Pre, Nanik, Astrid, Imah, Arin, Ery, Dewi, Debbie, Evi, Hartini, Bashir, Erick, Didit, Marcko, Aang, Eko, Lina, Devi, Feri, and Ismia.

11. All of my friends in Class A. I love you all. Thank you for giving me gladness for the last three years.

Finally, I realize that this final project report still have many errors. I will be glad to receive any comments, corrections and inputs from the readers in order to make this final project report better.

Surakarta, June 2010

Atik Prabantari

ABSTRACT

Atik Prabantari. 2010. <u>Teaching English Based on Game Techniques to the Second Grade Students of SDN Masaran I, Sragen.</u> English Diploma Program, Faculty of Letters ad Fine Arts, UNS.

This final project report was written based on the job training done by the writer as an English teacher in SDN Masaran I, Sragen. In teaching English, the writer applied game techniques as the techniques of teaching. The game technique applied by the teacher was matching pairs game. The teacher applied this game to make the students enjoy the English learning activities.

The teaching process based on matching pairs game was divided into three steps. They were introduction, explanation and practice. In the first step as the introduction, the teacher made two pre-teaching activities called, reviewing the previous lesson and presenting the new material. Then, the teacher offered the students to play matching pairs game. The next step was explanation. Here, the teacher explained how to play this game and its rules. Last, the teacher asked them to play the game based on the teacher's guidance.

During the job training activities, the writer got some useful experiences. There, the teacher can understand how to handle the students in the class by applying game technique.

There are also some benefits got by the writer during the job training activities. The writer is able to control the class well and knows how to arrange the lesson plan appropriately.

TABLE OF CONTENTS

TEACHING ENGLISH BASED ON GAME TECHNIQUE TO THE SECOND GRADE STUDENTS OF SDN MASARAN I, SRAGEN

Atik Prabantari[1]
Dr. Tri Wiratno, M.A.[2]

ABSTRACT

2010. Teaching English Based on Game Techniques to the Second Grade Students of SDN Masaran I, Sragen. English Diploma Program, Faculty of Letters ad Fine Arts, UNS.
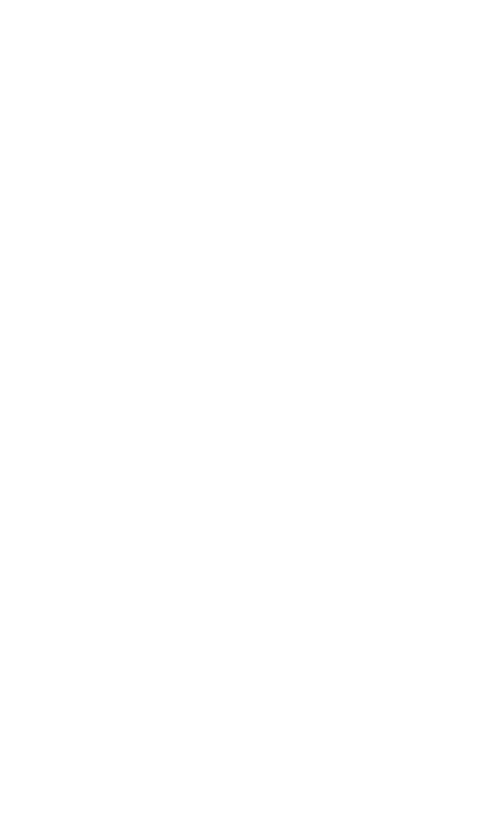This final project report was written based on the job training done by the writer as an English teacher in SDN Masaran I, Sragen. In teaching English, the writer applied game techniques as the techniques of teaching. The game technique applied by the teacher was matching pairs game. The teacher applied this game to make the students enjoy the English learning activities.

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CHAPTER I
INTRODUCTION

A. Background

Language is a capability which helps us to communicate, to think, to work, and to give evaluation to everything around us. English is one of the languages used by more than a half of the world's populations. It also has important roles as an international language. It acts as a bridge for communicating with other people from different countries. Considering that English has played important role in communication, many people try to learn and to master it as soon as possible. By mastering this language, the number of misunderstanding in communication between people from different countries can be reduced. As a benefit, people will understand each other and their aims will be reached.

In Indonesia, the government has made some efforts to improve the human resources to become the human resources who are able to understand and master English well. One of them is by introducing English to elementary school students. The government through National Education Department (*Depdiknas)* makes a policy by including English as a subject in the elementary school's curriculum. In SDN Masaran I Sragen, where the writer has the job training practice, English is taught starting from the first up to sixth grade class. This subject also gets enthusiastic response from the students, teacher, and parents.

Introducing English to the elementary students is not as easy as introducing Indonesian to them. This is due to the fact that English is foreign language, so that the students are more familiar with Indonesian than English. English is also more complicated for new learners. For these reasons, a teacher who has the related educational background is much needed in teaching this lesson. In SDN Masaran I Sragen, the English teacher is only one with no experience in teaching English at all. Basically he is a *Wiyata Bakti* teacher who applies as an English teacher because there is no English teacher in SDN Masaran I Sragen. By appointing a teacher who has no related educational background, the teaching and learning process will make several mistakes such as, misspelling and mispronunciation. In order to minimize these mistakes, the teacher applies a certain technique in teaching called language games.

The teacher applies a game technique because of some reasons. One of the reasons is the students who are children can not concentrate on the lesson for a long time. They like spend their time for playing than learning. Besides, they will be bored if they study with the monotonous teaching and learning process. It is necessary to apply a game technique, to make them enjoy learning while playing. Games make them enjoy learning English because they will not feel that they are studying. They will feel that they are playing rather than studying. Games help and encourage the students to keep their interest in learning English and cooperation with the other students. Games can also help the teacher to teach the materials discussed in the language

becoming more useful and meaningful. The students will be interested in taking a part in the teaching and learning process, so that they must understand what the others say or have written. Games can provide meaningful practice of language including the key features of drilling the language as living communication. This report describes the game technique applied by the teacher in teaching English and the process of teaching English through the game technique. Based on the background to the problem description above, the writer presents a discussion and report entitled "**Teaching English Based on Game Techniques to the Second Grade Students of SDN Masaran 1, Sragen**".

B. Objectives

The objectives in this project report are:

1. To describe the game applied by the teacher in teaching English to the 2nd grade students of SDN Masaran I Sragen.

2. To describe the process of teaching English based on game technique applied by the teacher in teaching English to the 2nd grade students of SDN Masaran I Sragen.

C. Benefits

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

1. English teacher of SDN Masaran I Sragen

It is hoped that the technique in language teaching in this report will be useful as an additional aid for the teacher in teaching English.

2. The English Diploma Program of Faculty of Letters and Fine Arts

It is hoped that the students who really have a big interest in educational field can use it as a reference in gaining bigger information related to the game techniques in language teaching.

CHAPTER II

LITERATURE REVIEW

A. Definitions

1. Definition of Teaching

Teaching can be defined as the activity done by someone to give knowledge or to help someone else to understanding something. There are some policies to be a good teacher:

a. A teacher should make an interesting lesson.

b. A teacher must love his or her job.

c. A teacher should have his or her own personality.

d. A teacher should have a lot of knowledge.

e. A good teacher is on entertainer in positive sense, not in negative sense.

(Harmer, 1998: 1-2)

It means that, in teaching process, the teacher will give knowledge and make someone or the learner to understand something. To be a good teacher, he or she must also have positive characteristics.

According to Penny Ur, "teaching is a process intrinsically an in separately bound up with learning" (Ur, 1996: 4). The result of teaching process is intended to the personal learning of the students. In other words, the successfulness of teaching will be determined by students themselves as the learners.

While George Mouly stated that "teaching is stimulating and guiding the child's learning to assure his attainment of socially approved goals in the most

efficient way possible (Mouly, 1986: 14). The concept of teaching above makes the teacher's work not only more challenging but also more difficult. The modern teacher should concern the way to present the subject and the development of the child.

Similarly, "teaching is guiding, facilitating learning, enabling the learner to learn, and setting the condition for learning" (Brown, 2000: 7).In short, in teaching process the teacher should help the student in doing the tasks and guide them in finding the mistakes and also correct them.

From the definitions above, we can conclude that teaching is a process of transferring ideas, useful information, and important values from the teacher to the learner through certain methods or techniques in order to be accepted and understood easily by the learner.

2. Definition of Learning

According to *Oxford Advanced Learner's Dictionary*, "learning means gaining knowledge or skill by study, experience or being taught (Hornby, 1995: 671). It means, in learning process knowledge or skill can be obtained not only from study but also from experience or being taught.

While Mouly stated that "learning is now recognized as dynamic and continuous process involving all phases of child growth and development, other considerations have become equally, if not more fundamental" (Mouly, 1968: 14)). In learning, the learners should consider several things deeply. The things have impportant role in supporting the learning activity so that it can run well.

W.S. Winkel explained in this book *Psikologi Pengajaran*, "learning is a mental or physical activity, happening with the environment interaction, producing changes in knowledge, skills and the values of attitudes. The changes are relatively constant and meaningful (Winkel, 1999: 530). In learning, there are three factors influencing some changes in learning. They are intelligence, academic achievement and personal adjustment. Intelligence is a made of a multitude of specific and independent neural connections; it is simply the summation of all the abilities involved in mental acts, each separate and independent of the others. While academic achievement is an integral part of the over all teaching – learning process, it is necessary for the learners to develop their competence in learning. The primary responsibility of child's personal adjustment lies with the parents who set the basic personality pattern through the security they provide, particularly in his early ages.

From the definitions above, we can draw a conclusion that in learning, the main point is absorbing, identifying and applying knowledge or skill obtained through the teacher or from the other resources. As the final result, the information can be put in the mind without any difficulties.

B. Teaching English to Young Learners

"Young children do not come to the language classroom empty-handed. They bring with them an already well-established set of instincts, skill and characteristics will help them to learn another language" (Haliwell, 1992: 3). It means that young children have their own language skill and set of mind. They are

able to understand what is being said to them even before they understand the words.

While Wendy and Lisbeth stated that "children are divided into two main groups, the five to seven year olds and the eight to ten year olds." (Scott and Lisbeth; 1992:3). It means that the children have been divided into different level of ages. In their group of ages, they have different skill of language.

Similarly, "elementary students are no longer beginners are able to communicate in a basic way. They can string some sentences together, construct a simple story or take part in predictable spoken interactions."(Harmer; 1998:12). In short, the elementary students are the beginner level. They have an ability to identify the language. From the definitions above, we can draw a conclusion that young children have had their own basic ability to identify the language, so that the teacher should understand and pay attention to the students.

C. Techniques of Language Teaching

In a teaching process, the teacher has a task to see that the techniques are effective in promoting learning objectives, so the techniques have to be designed to account for specific contexts of instruction. The techniques should be actualized in particular circumstances in different classrooms.

1. Kinds of Techniques

According to Dianne Larsen Freeman in her book *Techniques and Principles in Language teaching* (1986: 136), there are five kinds of language teaching techniques, they are:

a. Reconstructing Scramble Sentences

The students are given a passage (a text) in which the sentences are in scramble order. They are told to unscramble the sentence so that the sentences are constructed to their original order. They learn how sentences are bound together.

b. Performing Language Games

Games are used frequently in the communicative approach. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. Games that are truly communicative, according to Morrow (In Johnson and Morrow: 1981), have there feature of communication: information gap, choice and feed back.

c. Presenting Picture Strip Story

In the activity the teacher observer, one student in a small group is given a strip story. She or he shows the first picture of the story to the other members of her or his groups and asked them to predict what the second picture will look like. They receive feed back, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction.

d. Role Play

Role plays are very important in communicative approach because they give students an opportunity to practice in different social context and different social roles. Role plays can be set up so that they are in a less structured way (for example : based on for the teacher to tell the students who they are, what

the situation is and what they are talking about, but the students determine what they intent to do).

e. Authentic Material

To overcome the typical problem that students can not transfer what they learn in the classroom to the outside word and to expose students to natural language in a variety of situation, adherents of the communicative approach advocate the use of authentic language materials. In the lesson, the teacher uses a copy of a genuine newspaper article. He also assigns the students homework, requiring they listen to a live radio or television.

D. Games

Games are activities that children naturally and universally are engaged in. there is timelessness in the pleasure. To play game is to enjoy competing alone or in groups against at her players. In playing games, they don't think consciously about the language involved in doing so consciously about the language involved in doing so.

1. Types of Games

The book of *Games of Language Learning New Edition* arrange by Andrew Wright, David Betteridge and Michael Buckby stated that there are at least 13 types of games, they are :

a. Picture Games

Here, the use of pictures plays a major part. Broadly, they involve: comparing and contrasting picture; considering differences or similarities; considering

possible relationships between pictures such as narrative sequences and describing keys features. It is hoped that someone may identity them or represent them in similar way.

b. Psychology Games

It consists of a variety games which might all lead to a greater awareness of the working of the human mind and senses. This is on area of interest for each person, in which there is much individual variation of opinion and experience. In encourages concentration and language use.

c. Magic Tricks

Language can sometimes be exemplified in a concise and memorable way through magic tricks. Form the point of language learning, this is marvelous. Magic always attracts attention and invites comments. There is a potentially large occurrence of other languages the hidden language of the game.

d. Caring and Sharing Games

This game demands and encourages trust and interest in others. There are some difficulties in overcoming the learner's shyness or reluctance to share personal feelings and experience with other class members. As a result, their problems in learning will be known after they have a discussion with their friends.

e. Card and Board Games

These games have included of adaptations of several well – known and well – bred card games and board games. Snakes and ladders and happy families are the examples of these games. A map games (search) is included and also on

adaptation and extension of a gift game (present, and rewards and punishment).

f. Story Games

Story games, by their nature, provide a work for learners to speak and write at length instead of engaging in short exchanges. It is necessary to correct certain errors, and then makes a written or mental note of the errors during the story-telling. In order to make the story long, the students should interrupt during the story-telling process done.

g. Sound Games

Sounds effects can create in the listener's mind an impression of people, place and actions. There is demand for the listeners to contribute through the imagination. This inevitably leads to individual interpretations, lead to a need to exchange points of view and to express opinions and ideas.

h. Word Games

These games are initially focused on the word rather than the sentence such as spelling game (as, for example, in *Dash it* and *hang it*), meaning games (as in *Definitions* or *The odd man out*), word for sentences making games (as in *A-B, B-B* or *make a sentence*). However, learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometimes and to communicate in full sentences, sometimes to pursue ideas and argue at some length. The aim of this game is to make students be able to identify words covering its spelling and meaning.

i. True or False Games

This is one of the great families of games. Essentially, someone makes a statement which is either true or false. The game is to decide which the correct one is.

j. Memory Games

Essentially, these games challenge the player's ability to remember. Surprisingly perhaps, this simple basic challenge can lead to many games and variations.

k. Question and Answer Games

Question and answer games are designed to create context in which the learners want to ask questions in order to find something out. The example of question and answer games is general knowledge quiz.

l. Guessing and Speculating Games

Essentially, in guessing and speculating games, someone knows something and the others must find out what it is. This games are useful for the less sophisticated learners or learners whose English is limited.

m. Miscellaneous games

These games consist of fortune teller game, what's his pocket game, and predicaments which mostly invite students' intuitions.

E. Game Technique

According to *Oxford Advanced Learner's Dictionary,* "technique is a method of doing or performing something.(Hornby, 1995: 1225). While

"game is a form of competitive play or sport with rules". In other words, game technique is a method of performing something, in this case is English, with a form of competitive play with rules.

While Diane Larsen Freeman, stated that "games help and encourage many learners to sustain their interest and work."(Freeman; 1986:2). By using game technique, the learners will be more interested in learning English. The teacher can also create contexts in which the language is useful and meaningful by using game technique. From the definition above, we can conclude that by using game technique, it provides one way of helping the learners to experience the language rather than study it. The learners will want to take a part, and in order to do so 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.

CHAPTER III

DISCUSSION

A. School Description

1. General Description of the School

SDN Masaran 1, Sragen is one of the schools owned by the government in Sragen Regency. This school was built in 1912. This school has become a sample project as National Standard School (*SSN)* for other school in Masaran sub district in getting qualified students.

SDN Masaran I, Sragen is located on Jl. Raya Solo – Sragen Km. 12, Masaran, Sragen, post code: 57282. The location is very strategic because there is a main highway connecting Sragen Regency area with Solo area right in front of this school. The location is easy to reach by means of land transportation, such as the bus. There are reguler buses operating from 05.00 am to 06.00 p.m everyday.

This school has 18 teachers based on their class handled and subject background, including the headmaster. Every teacher is responsible for one class, except religion, English, sport and computer teachers. They are responsible for all of the classes in this school. There are six grade classes in this school. Every grade class is divided into two classes, class A and B. but, the fourth and six grade classes are not divided into class A and B. there is a list of the headmaster, teacher and school guard below:

a. Daryono, S.Pd.   : The Headmaster

b. Titi Puspowati, AMa.Pd.   : Class 1A

c.   Siti Budi Rahayu, S.Pd.   : Class IB

d.   Suji Giyarni, AMa.Pd.   : Class IIA

e.   Sri Windarsih   : Class IIB

f.   Endang Puji Astuti   : Class IIIA

g.   Yukuswanti, S.Pd.   : Class III B

h.   Tugiman, S.Pd.   : Class IV

i.   Teguh Budi Santoso, S.Pd.   : Class VA

j.   Menik Budi Utami, S.Pd.   : Class VB

k.   H. Parna, S.Pd.   : Class VI

l.   Drs. Narso   : Islamic Teacher

m.   Heppy Ayu, S.Ag.   : Islamic Teacher

n.   Listina Indarwati, S.Th.   : Christian Teacher

o.   Soffyan Suri   : English Teacher

p.   Edih Juandi, AMd.   : Computer Teacher

q.   Surono, S.Pd.   : Sport Teacher

r.   Agus Triono   : School Guard

2. Extra Curricular Activities

In SDN Masaran I, Sragen, where the writer had the job training, the extra curricular activities for the students are Boy Scout and English. The more specific information will be explained below.

a. Boy Scout

This extra curricular activity is done to train the students' dependence and team work. By joining this activity, it is hoped that the students will bet brave,

tough, able to work together and be more responsible to everything which they have done before. This activity is for fourth grade students until six grade students. It is held once a week on Saturday starting from 01.30 pm to 03.00 pm for each meeting.

b. English Course

Realizing that English is an international language needed to learn by the students, the headmaster of SDN Masaran I, Sragen has decided to include English to be one of the extra curricula activities. English is given to the students as the additional lesson although this subject has been given as the main subject. This activity is just for six grade students. It is held once a week on Tuesday, starting from 12.30 pm to 02.00 pm for each meeting.

B. Job Training Activities

1. Class Observation

The writer focused on the second grade class, especially class IIB, as the main observation in the job training practice in SDN Masaran I, Sragen. Inside and outside class condition and facilities will be included to the main attention of the observation. These three points above will be described as follows.

Class IIB is located in the western part of the school, behind the library. This class is also between the teacher office and class IIA.

Inside class IIB, there are 12 tables and 23 chairs which are in good condition. One table and one chair is for the teacher and the other tables and chairs are for the students. There are 22 students in this class. The condition of the

roof and the floor is good enough. The roof is good without any broken on it. The floor is also good. This school has put tiles in every class to minimize dusts. Although they are not ceramics, those tiles are always clean. This class is also provided a cupboard and a blackboard. The cupboard is used for keeping the books, chalks, eraser and other facilities. The little problem is on the walls' condition. The walls are not broken, but they are dirty. The students often write on the walls, so that the walls become dirty. There are also calendar, president, and vice president and heroes pictures hanging on the wall.

Outside the class, the condition is also comfortable. The environment around class IIB is always clean there is a dustbin in front of the class. The students always put the trash in the dustbin.

In general, inside and outside class are in good condition. It can be seen from the facilities which are in good condition in inside the class. Outside the class, the condition is also clean and comfortable.

2. Lesson Plan

Before giving material to the students, the teacher should have preparation. The preparation is done by making lesson plan. The function of the lesson plan here is as guidance for the teacher in teaching based on the topic discussed. It can also remind the teacher what she or he intend to do, especially if the teacher gets distracted or momentarily forget what they had intended. It is hoped that the students can put their attention and concentrate on the certain topics discussed.

The first thing which should be done before making the lesson plan is choosing the topic. The teacher takes the topic based on the book used in teaching

and learning activity. For example; the topic is about means of transportation, which is taken from the English Students Worksheet (LKS) "Medali". The form of lesson plan arranged based on the topic is below;

LESSON PLAN

Class   : 2nd Grade of Elementary School

Theme   : Means of Transportation

Duration   : 60 minutes

Standard Competence : Be able to mention means of transportation and pronounce them correctly

Skills   : Listening, speaking, reading and writing

A. Brainstorming

The teacher will ask some questions:

"How do you go to school?"   (Kamu pergi ke sekolah naik apa?)

"I go to school by bus".   (Aku pergi ke sekolah naik bus)

"How do you go to school, Nanda? (Kamu pergi ke sekolah naik apa Nanda?)

"By bicycle"   (naik sepeda)

1. Introduction the materials

    Activities:

    - Showing the pictures of means of transportation the book, *Medali*.

    - Giving some general information about means of transportation.

2. Explaining the materials

    Activities:

- Making clear the materials by mentioning every means of transportation in the mother tongue.

- Asking the student to mention the means of transportation in their mother tongue.

- Stating the means of transportation in English and commanding the students to speak loudly about them.

- Asking students to spell the names of transportation clearly.

a. Means of transportation and translation

- bus   : bis   - bicycle : sepeda

- truck   : truk   - motorcycle : sepeda motor

- train   : kereta api - ambulance : ambulans

- taxi   : taksi   - ship : kapal

- car   : mobil - boat : perahu

- pedicap : becak - plane : pesawat terbang

- cart   : delman - helicopter : helikopter

b. Spelling process and pronunciation

- bis   = b-u-s (bus)

- truk   = t-r-u-c-k (truck)

- kereta api = t-r-a-i-n (train)

- mobil = c-a-r (car)

- sepeda = b-i-c-y-c-l-e (bicycle)

- Etc

3. Practicing the materials

Activities:

- Reading

  a. Read the means of transportation below :

  Example: 1. Bus = bis

              2. Car = mobil

- Speaking

  b. Study the following sentences and pronounce them loudly

  Example: 1. This is a bus

              2. That is a car

- Writing

  c. Do as the example

  Example: 1. Motorcycle

                 This is a motorcycle

                 I go to school by motorcycle

              2. Car - she

                 This is a car

                 She goes to school by car

- Listening

  d. Listen and put a thick on the correct answer

  Example: 1. It is a motorcycle

MOTORCYCLE	BICYCLE
✓	

4. Closing the lesson activities

   Activities:

   - Reviewing the materials in general

   - Giving them some home works

   - Saying and goodbye

3. Classroom Teaching and Learning Practice

In SDN Masaran I, Sragen the English lesson is conducted once a week, for every class. In this school, the writer focused on the second grade class, especially class II B as the main observation. At class II B, each meeting starts form 07.14 am to 08.45 a.m. before doing the teaching and learning practice, the writer was asked by the English teacher to have on observation phase first. It was done by sitting at the back of the class and joining his teaching class. The writer focused on the way in warming up the class, greeting the students until solving the problems. The observation phase was done for about two weeks.

After the English supervisor considered that the writer was well prepared, he asked the writer to have a teaching and learning practice with his guidance and control. He could make an overall assessment by attending the class.

In the first meeting of the teaching practice, the writer felt nervous. She did not know how to start the lesson. At that time, the class was very noisy. Some students played, with their toys, ran inside the class and others were sleepy. After the writer could control herself in facing the situation, she started the lesson by asking some questions to the students. Unfortunately, there was no respond from

them. They were just quiet because they were afraid or maybe ashamed. Then, the writer decided to start the lesson by introducing herself. When she offered a question, some of them showed his or her participation by raising their hands. Many questions come up from them.

Considering that students were mostly passive, the writer decided to apply game techniques in delivering the materials. It is hoped that the students would enjoy the learning and be able to interact with each other in developing their language skills. Then, the writer offered the students with many kinds of game. Finally, the students took the matching pairs game to learn English.

Before applying game technique to teach English, the writer had some duties related to the teaching and learning activity. Those duties were presenting the form of the game, explaining the rules of the game and explaining the way to play the game.

In presenting the form of the game, the writer showed some pictures which are used for matching pairs game, including its equipments to play the game. She explained the details about the game and the function of the equipment. The writer also explained to them about the reward they would get if they won the game. The group who could match the most pictures with the names would be the winner and the group will get the reward. To introduce the way to play game, the writer gave an example, and then asked a group to practice it in front of the class.

C. Discussion

1. Games Applied in Teaching English

In SDN Masaran I, Sragen, the English teacher often applies a certain technique if the teacher sees the students showing their bored feeling and can not concentrate on the teaching and learning activities. The teacher used as particular way or technique to gain the students' attention and spirit in learning. The technique applied by the teacher here is game technique. There are many types of games which can be taken from books or created by the teacher. In SDN Masaran I, Sragen, the teacher applied matching pairs game which is very interesting and challenging.

a. The Matching Pairs Game

Matching pairs game is one of the games which belong to the pictures games. There are several things which should be understood before playing this game.

1) Preparation

To play the game, it needs 14 pictures of means of transportation, 14 names of the transportations and double tape. The pictures are bus, truck, train, taxi, pedicap, cart, bicycle, motorcycle, ambulance, car, ship, boat, plane and helicopter. The double tape is used to stick the pictures and the names of the pictures on the blackboard.

2) Procedure

There are many steps should be done for playing the matching pairs game. Firstly, the teacher divided the students into ten groups. The amount of the students in class IIB was 22 students, so that there were two students in each group. Secondly, the teacher would choose the number of the groups, group 1 until group 10.

The next step is playing the game. The group 1 is the first group playing the game. The members of the group have different job to do. The first member should listen the instruction and stick the picture which is suitable with the instruction. The second member is responsible to stick the name of the transportation which suitable with the picture. The teacher would tell the name of the transportation one by one to the first member. After listening the instruction, the first member sticks the picture on the blackboard. Then, the second member sticks the name of the transportation which is match with the picture. Each group is given 5 minutes to match to pictures with 10 names on the black board.

The pictures of matching pairs game used by the teacher in teaching English is as follow:

PLANE

TRUCK

		TRAIN **SHIP**
		BOAT **CAR**
		MOTORCYCLE **HELICOPTER**
		PEDICAP **AMBULANCE**
		TAXI **CART**
		BICYCLE **BUS**

In playing this game, the teacher has some points to consider as guidance in teaching English by applying this game. These points are:

Language	Listening to the spoken instruction and giving the respond
Skills	Listening and reading
Level	Beginners
Time	60 minutes
Materials	The pictures of means of transportation, the names of the transportation and double tape.

2. Language Teaching Process Based on Game Technique

The process of teaching English based on game technique in SDN Masaran I, Sragen consists of three steps, they are:

a. Presentation

b. Explanation

c. Test

Before doing the steps above, the first thing done by the teacher is choosing the topic discussed. For example, the topic is about means of transportation. The process of teaching and learning activity based on the topic is as follow:

1. Presentation

The first step of teaching and learning activity was presentation. Here, the teacher reviewed the previous material and presented the new material.

a. Reviewing the previous material or topic

After greeting the students, the teacher started the lesson by asking several questions related to the topic or material taught before. This step is also called brainstorming. It is aimed to make the students enjoy the learning and able to accept the lesson without any pressure. When the teacher felt the students were ready for some questions, the teacher gave some questions to the teacher gave some students to answer. If the students were able to answer the questions correctly, it means that the teacher could move to the next step.

b. Presenting the new material

The new material discussed was about means of transportation. The students would be introduced with many means of transportation in English. Then, some questions were given to the students to know whether the students recognize or not.

2. Explanation

At this stage, the teacher began to introduce means of the transportation in English by applying game technique.

In making the students interested in learning means of transportation in English, the teacher used a game technique called "matching pairs" game. Firstly the students were divided into ten groups. Each group consists of two students. Then, the teacher showed the pictures and the names of means of transportation which were used in matching pairs game. The pictures and the names are in the cards form.

Before asking the students to play the game, the teacher explained the way to play it and its rules. It is easy to play this game. The first member of the group should listen to the instruction given by the teacher. The teacher would tell the name of means of transportation one by one to the first member. After hearing the name, the first member should stick the picture which is suitable on the blackboard. Then, the second member sticks the name beside the picture. Each group was given 5 minutes to match 10 pictures with the names. The group who can match the most pictures with the names in 5 minutes, is the winner.

After the students understood about the way to play the game and its rules, the teacher asked them to start playing it. The group 1 is the first group playing the game. The game should be done by group 1 until group 10.

Considering that the class became noisy, the teacher decided to stop the game for a while. After each group played the game, the teacher would count the score of each group. The teacher would ask the other students whether the pictures and the names are match or not. By asking the students to check the pictures and the names repeatedly, the students would remember means of transportation in English. In this activity the students are both playing the game and learning English.

3. **Test**

After all of the groups had played the game, it was hoped that the students

had known about the topic well. Then, the teacher gave the small tests. The aim of the test is to determine how far they comprehend the topic. The test just consists of five questions. The teacher asked them to close their boooks and prepare a paper. They should put their names and student numbers there. Then, the teacher wrote the questions on the blackboard and the studens should answer the questions on their papers.

If they had finished, the teacher asked them to submit their papers. Before closing the class, the teacher gave homework related to the topic discussed.

From all of the activities above, there will be some lessons learned by the students. By applying game techniques; suach as matching pairs game in learning English.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the discussion in chapter III, there are some conclusions that can be taken from this project report. The conclusions are as follows:

1. In teaching English to the second grade students of SDN Masaran I, Sragen, the teacher applies a game technique called, "Matching Pairs". There are several things that should be understood in playing this game covering, preparation and procedure. The teacher should prepare some cards consists of the pictures and the names of means of transportation. The students should match the pictures with the names based on the teacher's instruction. By playing this game, the students will not feel under pressure in learning English because they are learning by playing.

2. The process of teachingEnglish to the second grade students of SDN Masaran I, Srage, consists of three steps which should be done in sequence. They are presentation, explanation and practice. In the presentation, the teacher makes a differentiaiton by making two pre teaching activities called reviewing the previous lesson and presenting the new material. In the next step as the explanation, the teacher teaches the students about the topic discussed by applying the matching pairs game. The last one is the test. Here the teacher gives a small test based on the topic discussed in order to know how far the students comprehend the

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topic. Those stepd are related to one another in teaching English using the matching pairs game.

B. SUGGESTIONS

Dealing with the conclusions that have been presented previously, the writer

wants to give suggestions to:

1. English teacher of SDN Masaran I, Sragen.

    It is expected that the teacher will be able to create other game techniques, so that the students will not be bored.

2. English Diploma Program

    The English Diploma Program should provide all of the things needed by the students in doing the job training because the theoretical material given in class is absolutely different from the practical applications in the field.

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