

**THE EFFECTIVENESS OF GAMES AND SONGS IN TEACHING  
ENGLISH VOCABULARY TO THE FOURTH GRADE STUDENTS OF  
SDN 1 BATURETNO WONOGIRI**



**FINAL PROJECT REPORT**

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**By**

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**MOTTO**

Slow but sure .....

(Slank)

## **DEDICATION**

From the deepest of my heart, this Final Project Report is dedicated to:

- ❖ My beloved parents
- ❖ My beloved brother
- ❖ My self

## **PREFACE**

First of all the writer would like to thank Allah SWT for His blessing and the guidance during the study in English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

Finally, the writer has been able to finish this final project report entitled “The Effectiveness of Games and Songs in Teaching English Vocabulary to the Fourth Grade Students of SDN 1 Batureto, Wonogiri”. It is impossible to finish this report without assistance and support from both individuals and institutions. Therefore, on this occasion, I would like to give my thanks for English Diploma Program and SDN 1 Batureto, Wonogiri. I would also thank for Drs. Agus Hari Wibowo, M.A for giving me guidance and assistance in finishing this final project.

The writer is aware that this final project is far from being perfect. Therefore, all suggestion and criticism are kindly accepted for the improvement of this report.

The writer

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Alhamdulillahirobbil 'Alamin.....

First of all, I would like to express my highest gratitude to Allah SWT, who gives me so much blessing and gifts in my life. Finally, I have finished my Final Project Report. I realize that it cannot be conducted successfully without any helps from others. Therefore, in this opportunity I would like to express my deepest gratitude and appreciation to:

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but actually I love you so much. I try to be what you want and make you proud of me. Having you as my parents is a wonderful gift from God I've ever had in my life. Thanks for everything, Pak+Buk. I'm proud of being your only daughter.

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12. My naughty brothers Wahyu "**kemponk**" Wibowo and Hendro "**ncunk**" Mardiono... Keep on fight for your study, bradda!! Nandang lulus, nakal'e dikurangi. Do your TA! Finish your study! I love you, guys..



13. My best friend in Holland, Claudia Indah Pratiwi Manullang. When will you come back, girl? I miss U so bad..

14. All my friends who love and hate me, thanks for coloring my life during I study in the English Diploma Program.

Finally, I realize that this Final Project Report is far from being perfect. I expect some criticism and suggestions from the readers especially those who have a high appreciation to English education.

Surakarta, August 2008

Woro Widiastuti

## ABSTRACT

Woro Widiastuti. 2008. **The Effectiveness of Games and Songs in Teaching English Vocabulary to the Fourth Grade Students of SDN 1 Baturetno, Wonogiri**. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This Final Project report was written based on the job training done at SDN 1 Baturetno, Wonogiri for a month. The writer took the fourth grade students as the objects to be observed and focused in the teaching of English vocabulary.

The objectives of this Final Project report are 1.) to describe the process of teaching vocabulary for students by using games and songs, and 2.) to describe how effective, entertaining, and fun in teaching English vocabulary by using games and songs.

To find out the conclusion of the objectives, the writer did an observation and teaching activity. In the English teaching and learning activity, the writer used some procedures in order to make the English teaching and learning activities run well. The procedures are Greeting, BKOF, Modeling of Text, Join Construction and Individual Construction, and Closing. Games itself was held in Join Construction and Individual Construction. Meanwhile, songs applied in the last step to end the lesson.

By playing games, the writer can attract the students' attention and persuade them to love English and enjoy the learning process. The games also help the students to memorize the vocabulary they have learned. Meanwhile, the use of songs to end the lesson can refresh the students' mind after learning process. Besides, songs help to create a fun and friendly situation and become a fun and attractive way to learn vocabulary. Finally, both games and songs can be an alternative way to make the learning process fun and effective.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

In the globalization era, English as an international language becomes very important. English is now one of the most widely spoken languages in the world and plays an important role in communication throughout the world. The importance of mastering English has been realized by Indonesian people. Many people compete to be able to master English, especially in 4 basic skills of English such as speaking, writing, reading, and listening. This condition of course, is caused by advances in education system that has recently been applied in all kinds of education, both formal and informal. People are now aware that ability in speaking English is profoundly required, but not all people have such ability understanding and mastering it. Due to the reason, it is essential to teach English in early age.

In accordance with the development of English, in Indonesia, English is the first foreign languages introduced to the students at school. Firstly, English is given to the students at elementary school, junior high school, senior high school, university and even now at kindergarten. English is better to be taught to the students as early as possible because it is a basic asset for them to enter the next stages of education and prepare them in facing global challenges too.

Due to the reason above, elementary school is the right place to make the children familiar with English. For students at elementary school, English is a new

thing; therefore, they just study the basic of English, that is vocabulary. They simply study about the things that they usually do and see in their daily life, such as animals, fruits, vegetables, transportations, professions, etc. The materials are made so easy in order to make them understand clearly the activities that should be done in learning English. For that reason, the basic objective of the lesson is just to make them study the vocabularies to enrich their capabilities in learning English.

The writer is interested in teaching English to students of elementary school and decided to complete the job training in SDN 1 Baturetno Wonogiri. During the completion of job training, the writer had a role as English teacher and had to teach students of 4<sup>th</sup> grade up to 6<sup>th</sup> grade, focusing on teaching English vocabulary.

In fact, children always love some fun activities. Therefore, the writer used several kinds of simple game in teaching vocabulary as the technique, such as word scramble, puzzle, matching pairs, and fill in the blanks. Besides, the writer also used English songs to end every lesson. It has a purpose that those kinds of game and song would be an effective and entertaining way in teaching English vocabulary.

Based on the background above, this final project is written to describe the English teaching activity in SDN 1 Baturetno, Wonogiri and focused on the students of 4<sup>th</sup> grade. The writer chooses the title “THE EFFECTIVENESS OF GAMES AND SONGS IN TEACHING ENGLISH VOCABULARY TO THE FOURTH GRADE STUDENTS OF SDN 1 BATURETNO WONOGIRI” for the final project report.

## **B. Objectives**

The objectives of this final project are as follows :

- a. To describe the process of teaching vocabulary for children by using games and songs
- b. To describe how effective, entertaining, and fun in teaching English vocabulary by using games and songs.

## **C. Benefits**

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

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

It is hoped that this final project can be used as an additional aid and a reference for those who are interested in teaching and learning field.

- b. SDN 1 Baturetno, Wonogiri

It is hoped by this final project report and job training done by the writer, can give an additional way to the teacher in SDN I Baturetno Wonogiri in teaching English. In addition, this final project report will give useful input to SDN I Baturetno Wonogiri in increasing the quality of teaching English that is done by teacher.

c. Readers

After reading this final report, the readers can obtain good perception and knowledge about the effectiveness of using games and songs in teaching English vocabulary. Besides, this research also helps the readers in getting reference for the next project.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Teaching and Learning**

##### **1. Teaching**

According to Oxford Advanced Learner's Dictionary, "Teaching means encouraging people to accept something as a fact or principle" (1995:1224). As stated above, people as a learner will receive something not only just a fact or principle but also as an idea or belief. The teacher will give them knowledge and skills in the form of institutions.

In teaching process, students are able to take part in such interaction either interacting with teacher or their friends themselves, or receive considerable knowledge or skills desired. This is in accordance with Mouly's statement that "Teaching is a complex phenomenon, involving teachers, pupils, and subject matter in dynamic interaction" (Mouly, 1968:15). Similarly, Wright says "Teaching is essentially social activities, implying relationship between teacher and learner, learner and learner" (Wright, 1987:10)

According to Battle and Shannon (1968:19), "Teaching is a process of arranging conditions under which the learner changes his ways consciously in the direction of his goals". Teaching is an important matter for a teacher. Through teaching, a teacher can make progress for their students. A good teaching method will give a good result in teaching.

In conclusion, it can be concluded that teaching is an activity carried out by a teacher. In teaching activities, teacher has important roles. It can be said that teacher as a facilitator and guide for learners in acquiring the knowledge. Besides, teacher is also a bridge between the material, information or knowledge on one hand and the students on the other.

##### **2. Learning**

Learning is an activity done by the students during the process of study. As stated by Brown, "Learning is acquiring or getting of knowledge of a subject or a skill from study,

experience, and instruction. Learning is acquisition or getting, learning is retention of information skill, and learning involves some forms of practice” (Brown, 2000:7).

According to Stephen B. Klein (1987:2), “Learning can be defined as an experiential process resulting in a relatively permanent change in behavior that can not be explained by temporary states, maturation, or innate response tendencies”. From the statement, we can conclude that a learning process is an activity when the learners obtain knowledge and get changing after the obtaining knowledge. For example, it can be seen when the learners get the material from the classroom. Besides, the learners also get the knowledge or skill by doing the exercises.

Lewis and Hill states, “The more students understand about the process of learning the foreign language, the more they will be able to take responsibility for their own learning” (Lewis and Hill, 1985:18). Based on the statement above, in learning, students have to be the active individual learners. The active learner does not depend on the teacher, but he/she has to look for other resources. Those things play a very important role in supporting the learning activity so it can run well.

## B. Teaching Vocabulary

Vocabulary is one of the important parts in language teaching and learning because it is the basic lesson that has to be learned by the students. If the learners do not know the basic lesson, they will get difficulties in learning English.

James Coady and Thomas Huckin states, “The vocabulary is central to language and critical importance to the typical language learner” (Coady and Huckin, 1997:5). A similar statement is stated by Carthy, “The biggest component of any course is vocabulary” (Mc Carthy, 1990: VIII). Based on the statements above, we know that vocabulary is a basic language for primary level and has an important part in a process of teaching language.

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (Thornburry, 2002:13)

In order to retain a word, students have to go through three stages of word processing. Firstly, they have to fix the meaning of the word in their mind. Secondly, they have to make the

word of their own to personalize them so that they can take a color and character to become a part of their individual word store. Finally, they have to create words creatively in context for themselves.

As explained above, vocabulary is the basic matter that has to be learned by the students. It is impossible for the learners to study English without mastering the vocabulary first. In the other words, vocabulary is an important key in English, then learners can directly go on to learn grammar and other English skills. By mastering vocabulary, they will master English easier and find no difficulties.

### **C. Games and Songs**

#### **1. Games**

A game is an activity with rules, a goal and element of fun, which is divided into two kinds: competitive games, in which players or teams race to reach the goal, and cooperative games, in which players or teams work together towards a common goal. (Hadfield, 1998:4)

The games make use of a variety of techniques. Variety is important in language teaching. It makes the teaching process fun and effective. Techniques used in applying games for vocabulary teaching include information gap, guessing, searching, matching, exchanging, collecting, combining, arranging, card games, board games, puzzles, and role-play.

Games are activities that children naturally and universally are engaged in. There is timelessness in the pleasure. In playing games, they do not think consciously about the language involved in doing so.

#### **2. Songs**

According to Dale T. Griffie in his book "Song in Action", the word song refers to pieces of music that have words. Songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more. In keeping with the objectives of the collection, he has suggested a range of action research tasks that teachers can undertake in their classes, using songs as a trigger for learning. (Griffie, 1995:2)

Basically, almost all of students love to sing and usually enjoy it. By a song, a student not only more familiar about English but they also can practice it in their daily life. Besides, learning English by song can stimulate their desire in vocabularies.

As stated by Griffiee, “Songs are especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary” (Griffiee, 1995:5). For most learners, singing or reciting a rhyme is also much easier than talking. This makes songs and rhymes particularly useful for practicing the sound systems of the language, but it also helps the learning of vocabulary, structures, and conversational exchanges.

Songs and rhymes can also be used as practice material. They can be used as listening material, making the learners familiar with additional uses of the material they have been learning. (Julian Dakin, 1968:4)

For more effective, the end of the lesson might very well be a song or rhyme containing unfamiliar items to introduce a new vocabulary to the children.

## CHAPTER III

### DISCUSSION

#### SDN 1 Baturetno, Wonogiri

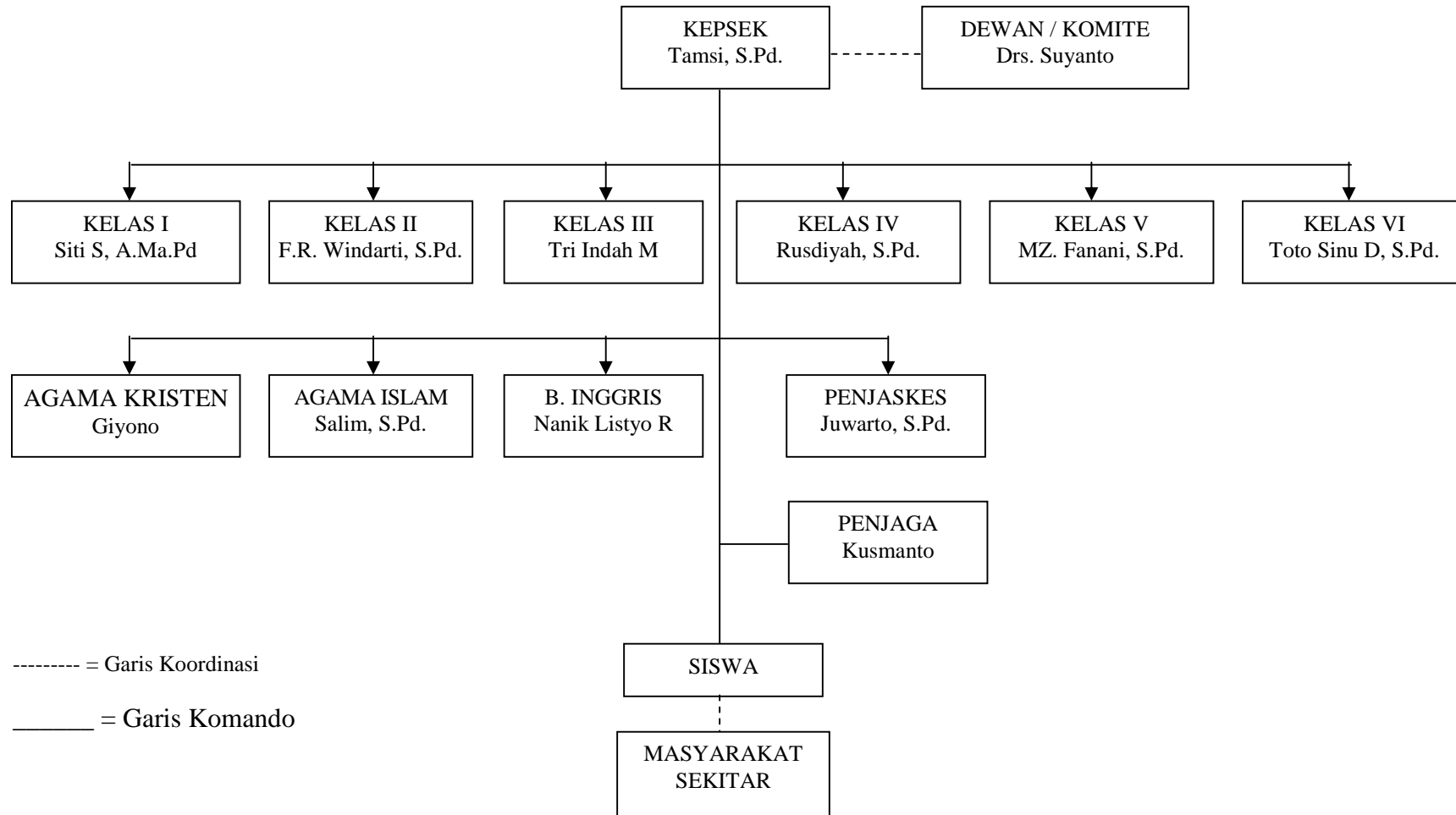
##### 1. General Description of SDN 1 Baturetno

SDN 1 Baturetno is a state elementary school. It is one of the most favorite elementary schools in Baturetno sub district. The school is located in the centre of this sub district and its address is Duwet Kidul, Baturetno, Wonogiri. SDN 1 Baturetno was established in 1918 and stood on the area of about 1300 square meters.

The building of SDN 1 Baturetno consists of six classrooms, a headmasters' room, a teachers' room, and two bathrooms. This school also has a field for flag ceremony and sport activities and a parking area for teachers. Moreover, this school is equipped with some facilities, such as a library, a computer room, an auditorium, a canteen, a small medical room, and an art classroom.

The number of students in 2007-2008 is 268 students that consist of 149 male students and 119 female students. SDN 1 Baturetno has a headmaster, 11 teachers, and a school guard.

**2. The Board of Organization**



## **Job Training Activities**

### **1. Class Observation**

The writer did the observation by doing the job training from February 28<sup>th</sup> until March 28<sup>th</sup>, 2008 in SDN 1 Baturetno. In this school, English lesson is given to the students of grade 4 up to 6 and taught once a week, 120 minutes per meeting. The writer got the opportunity to teach English for the students of grade 4, 5, and 6 and focused on grade 4.

In completing the data, the writer participated as a temporary English teacher. There are 46 students with the average age between 9-10 years in this class. The 4<sup>th</sup> grade was the first grade getting English lesson, therefore they just studied the Basic English lesson, such as simple vocabulary about things around them, fruits, vegetables, animals, etc.

During the completion of job training, the writer faced a problem. In this semester, the students did not get any hand-out books in order to make them understand the material easier. Even, the English teacher also did not have a handbook in teaching the students. The teacher had to write on the blackboard if she wanted to give exercises for her students. Surely, the teaching-learning process ran un-effective because the students did not have many exercises to practice what they had learned and the time would be wasted in writing the exercises.

Besides, for students in the fourth grade, English lesson was a new thing because they did not get it before. Although they just studied the Basic English, that is vocabulary, the writer tried to introduce English step by step simply so that they did not get any difficulties. Basically, the students were still very young. They could not concentrate and often made some noises during the learning process. This condition automatically disturbed the class activities.

According to those reasons above, the writer thought that she had to find what kind of method is appropriate for them to learn English. This appropriate method is a method that can attract the students' attention to the lesson given by the teacher. In addition, if they still find difficulties in learning vocabulary, they would have difficulties to study English lesson automatically.

### **2. Class Activities**

Teaching and learning process in SDN 1 Baturetno starts at 07.30 a.m. Meanwhile, the English teaching activity in the fourth grade is given on Friday at 07.30 am up to 09.30 a.m. It means the writer had 120 minutes to give the English lesson to the students.

Firstly, when the class started, the writer greeted the students by saying “Good morning, students. How are you today?” Then, the students shouted happily “Good morning, Mom. I’m fine and how are you?” The writer answered “I’m fine too. Thank you”. This was always done to make the students familiar with English.

After that, the writer started to give the lesson by giving warming up first, for example by asking some questions in English related to the topic which would be discussed. When the students could not catch the meaning yet, the writer helped them by repeating the questions in Indonesian. The writer always tried to make the students easily understand the lesson; therefore she would not give any difficulties in order to reach the expected goal that is Basic English vocabulary. In this case, the writer focused on vocabulary mastering because it was the most important part in learning English.

### **3. Making Lesson Plan**

Before teaching, the writer always made a lesson plan to help the writer in explaining the material. This is an important point to a teacher if he/she wants to be succeed in teaching activities. A lesson plan is used for teachers’ guidance and it is arranged in order to make the delivery process of the material can be easily accepted by the students. Besides, the allocation of time can be arranged according to the schedule that has been determined.

Meanwhile, a lesson plan consists of:

#### **a. Building Knowledge of the Field (BKOF)**

In this step, the writer asks the students some questions related to the topic in order to deliver them to the topic that will be discussed. The writer also gives a short explanation about the topic.

#### **b. Modeling of Text**



In this step, the writer gives explanation about the material clearly. In explaining the material, the writer shows pictures, gives examples, text, etc in order to make the students easier to catch the explanation given by the writer.

c. Join Construction and Individual Construction

This step is where the students do some exercises to apply what has been explained by the writer previously. In Join Construction step, the students do the exercises in group with their friends while in Individual Construction, they have to do the exercises individually.

d. Closing

Before closing the lesson, the teacher does some activities, they are:

- Reviewing all material generally
- Giving some homework
- Saying thank you and good bye

Because in this semester the students did not get any additional books, such as English Exercises for Elementary School (LKS), the writer had to make the exercises as many as possible by herself. It has to be done because the students have to have a lot of exercises in order to be more understand about the material. Basically, the writer had an objective that is making the material easily to be followed by the students, therefore it is easy for them in understanding the material.

## **Discussion**

### 1. The Process of Teaching English Vocabulary in the Fourth Grade of SDN 1 Baturetno Wonogiri

During completing the job training in SDN 1 Baturetno, the writer was asked to teach the 4<sup>th</sup> grade until the 6<sup>th</sup> grade. In this occasion, the writer chose the 4<sup>th</sup> grade as the object observed.

In SDN 1 Baturetno, Wonogiri, English lesson was given in academic since 1998 until now. English lesson still become an additional lesson and it is not a major lesson such as Mathematic, Indonesian language, and natural and social sciences. Therefore, the students get the English lesson just once a week.

English teaching and learning process in the 4<sup>th</sup> grade of SDN 1 Baturetno, Wonogiri is given every Friday, begins at 07.30 am-09.30am. Meanwhile, the process of teaching English vocabulary in the 4<sup>th</sup> grade consists of:

**a. Greeting**

In the beginning of the class, the writer always greeted the students. It was always done by the writer in order to make the students apply their English ability such as greeting in their daily life when they meet someone for instance. The greeting which was usually done between the writer and the students as follows:

The writer : “Good morning, students?”

The students : “Good morning, Mam”.

The writer : “How are you today?”

The students : “I am fine. Thank you, and you?”

The writer : “I am fine too”.

After the greeting, the writer checked the students’ attendance by calling their names one by one, based on the list. It is useful to know the students’ readiness and the condition of the class.

**b. Building Knowledge Of the Field (BKOF)**

Before the new material was given and taught, the writer had to introduce the topic by giving a brainstorming. For example the writer asked what the students about animals they had known, and then they mentioned them aloud in their mother tongue, that is Indonesian language. By giving the questions in presenting the new material

without mentioning the topic, the writer believed that the students would know about the topic that will be discussed automatically.

### **c. Modeling of Text**

In explaining the material, the language used is not merely English although it is an English class. It happens because for the 4<sup>th</sup> grade students, English is a new language learned by them; even they got it first in this grade. Surely, the level of their understanding was very low; moreover they could not accept the lesson easily. Therefore, during the English class, both English and Indonesian are used together by the writer.

In this step, the writer gave a clear explanation about the topic. First, the writer began to explain by showing a big paper containing many kinds of animals' picture there. She pointed them one by one and said them in English. She also asked the students to follow the name of animal she mentioned aloud. To practice the language used, she used the communicative activity, for example:

The writer : "What is this?"

The students : "This is a chicken!"

In this activity, the writer used repetition method; therefore the students could understand the material. Besides, they could remember the meaning of the words and knew how to spell and pronounce them well.

Then, the writer asked the students to come forward one by one and wrote other animals on the blackboard. The writer also asked them to give the meaning and pronounce it correctly. By doing this activity, the students not only added their vocabularies about animals but also practiced to read the word correctly

### **d. Join Construction and Individual Construction**

After the students understood about the animals' name and could use the language function (pointing something), then the writer could continue to the next step of the lesson. In this step, the students were asked to apply what had been explained by the writer previously by completing some exercises. The time for memorizing the material was begun and it was the trick in teaching vocabulary.

The writer involved several simple games in exercises to help the students in memorizing the material and to make the vocabulary learning easier. These games were divided into 2 kinds; they were game done by the group and game done individually.

### **1) Group Game**

In this occasion, the writer gave a simple game called *Word-guessing* game. The aim of this game is that the students can mention and memorize the words they have learned while doing a fun activity. Before starting the game, the writer divided the class into four groups based on the rows of their seats.

Then, the writer asked a representative from the first group to come forward and gave other groups some questions or clues related to the animal. The questions such as:

- What animal that produce milk?
- What animal that eat carrot?
- What animal that has a long nose? etc.

Meanwhile, the clues could be a sound or a behavior of the animal. After the representative gave them, he/she said “What animal is it?”. The other groups had to fight to be the first group in guessing it. The group that could guess the animal name correctly at the first time would get the score. Then, they could be the group that gave the questions or clues on the next session. It would be done continually and the group that reached the highest score would be the winner.

The aim of this fun activity is an alternative way in helping the students to memorize the vocabularies they have learned. It is proved! By playing this game, the students could not only mention and memorize the topic which were talking about, but also used the language function in their daily conversation. Besides, the students could apply the new vocabularies directly.

### **2) Individual Games**

In this activity, the writer gave simple games, aimed to refresh the students' mind in memorizing vocabulary. First, the writer wrote them on the papers and made the copies as many as students in order to the students could do them directly without wasting time to write them first. The games could be made into *Word Scramble*, *Matching Pairs*, *Fill in the blanks*, and *Puzzle*. In doing those games, the students had to work individually. The use of those games in teaching English vocabulary is as follow:

**a) Word Scramble**

This is a very simple game. In this game, the writer wrote a word from jumbled letters on a paper. She also gave a clue by making the first letter of the word with a bold and capital letter. Then, she asked them to guess the correct order of the jumbled letters individually. At the end, they should translate the meaning of the words into Indonesian language.

Example: t-a-b-b-i-**R**= Rabbit= Kelinci

1. w-o-C =.....=.....
2. r-o-s-e-**H** =.....=.....
3. **C**-h-e-c-k-i-n =.....=.....
4. f-l-y-t-e-r-**B**-u-t =.....=.....
5. m-r-o-**W** =.....=.....

**b) Matching Pairs**

In this game, what the students have to do is only matching the words in the left side with their meanings in the right side. The writer made this game so easily. The students only gave an arrow line to connect the words with their correct meanings.

- |          |           |
|----------|-----------|
| 1. Cat   | a. Singa  |
| 2. Lion  | b. Anjing |
| 3. Zebra | c. Kucing |

4. Mouse                      d. Zebra  
5. Dog                         e. Tikus

**c) Fill in the blanks**

This is the third game made by the writer for the students. Similarly, this is a simple game too. The students were asked to fill in the missing letters for the English words. The writer made it easier by giving the meanings in Indonesian language in order to the students guess the word quickly and correctly.

1. Kura-kura = \_UR\_LE
2. Monyet = M\_N\_EY
3. Jerapah = GI\_RA\_E
4. Ikan = \_ISH\_
5. Gajah = ELE\_HA\_T

**d) Puzzle**

For the last game, the writer wrote it on the blackboard. She put several animals' words in the puzzle box. The game is aimed to make the students compete each other to be the first person in finding the words. This was the most favorite game to the students. Basically, children love some challenges to show their ability and they will feel proud if they can defeat others.

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

K	X	E	L	E	P	H	A	N	T
X	R	F	J	K	G	R	R	M	Q
K	R	H	F	S	N	A	K	E	A

#### e. Closing

This is the last step in teaching-learning activity. In this step, the writer usually does some activities, i.e:

- Reviewing all material generally.
- Giving the students some homework.
- Singing a song to end the lesson.
- Saying thank you and good bye.

#### 2. The Use of Song to End the Lesson

Before ending the lesson, the writer always asked the students to sing a song related to the topic that has been discussed. It was useful in refreshing the students' mind after doing the exercises. Besides, all of students love to sing and usually enjoy it. A song not only makes them more familiar about English, but also makes them to practice it in their daily life.

In this activity, the writer wrote the lyrics of the song on the blackboard. She also translated them word by word to make the students know the meaning of the song. Besides, it could enrich their vocabularies too. Then, the writer and the students sang the song together. The song is as follows:

#### OLD MAC DONALD

Old Mac Donald has a farm

e i e i o

And on his farm he has some cows

e i e i o

With a moo moo here and a moo moo there

Here a moo there a moo everywhere moo moo

Old Mac Donald has a farm

e i e i o

The students were so enthusiastic in doing this activity. They sang the song loudly even though the writer asked them to sing it repeatedly. After that, the writer told them that they could change the animal in the lyrics of the song. They could change the word “cows” with other animals such as chicks, pigs, ducks, etc. Therefore, they could practice it in their daily life with their friends by changing the animals’ name as their desire. Automatically, by doing this activity, it would enrich the students’ vocabularies about animals.

Because of the students have never got English songs by their English teacher, the writer tried to give them different songs in every meeting. This is conducted in order to make the students more interested in English and added their knowledge about English songs.

Moreover, learning English by song can stimulate the students’ desire especially in vocabularies, because song provides a meaningful context for vocabulary. Besides, they can practice their pronunciation about English words.

### **3. The Effectiveness of Using Games and Songs in Teaching English Vocabulary**

During the job training in SDN 1 Baturetno, Wonogiri, the writer interested in using game and song in teaching and learning activities. By using those fun activities, the writer found some eases in explaining the material to the students. She thought that game and song are effective in teaching English vocabulary especially for young learners. The effectiveness is as follows:

#### **a. Games**

A game is really fun and enjoyable to do. Remembering that children always love some funny activities, the writer used games in teaching English, especially vocabulary. This activity is believed to help the students’ psychological in learning process.

Basically, games are good for building the students’ ability in understanding English. They can understand the material that had been given optimally because they were unconsciously learning vocabulary while they were playing the games.

The effectiveness of using games in teaching English vocabulary to the fourth grade students of SDN 1 Baturetno, Wonogiri are as follows:



First, game persuades the students to love English and to enjoy the learning process. The vocabulary learning process needs an active participation from the students to practice in recalling vocabulary. Therefore, it will not be effective if the students only sit quietly while they were accepting the material without having any opportunities to practice what they had learned. Because of that reason, the writer needs the game to help her improve the students' ability to recall vocabulary they had learned by providing a lot of fun exercises. Therefore, the students could love English and master English easily.

Second, game can attract the students' attention during the teaching-learning process. Students in the fourth grade belong to children period. They could not always concentrate and pay attention until the end of the lesson. They would feel bored if they think that the lesson became not interesting anymore for them. Then, they would play and chat with other friends. Absolutely, it disturbed the learning process. By using game, the writer can handle this situation because she could make the students give more attention to the lesson.

Third, game is an alternative way to make the learning process fun and effective. It means that the learning process will be more enjoyable if the game is involved there. The students will enjoy every step of the lesson given by the writer. Moreover, they will not feel stress and bored that usually happened to the children.

Fourth, game helps the students in memorizing the material, especially vocabulary. The students can memorize and understand the material they have learned easily. Although, English is a new lesson for them, they will not find a lot of difficulties because they learn English in a funny and enjoyable way. The writer always gave the students game in every meeting and the materials were taken from what they had learned. By conducting this strategy, the writer helped the students a lot to memorize and understand the material that they have learned easily.

#### **b. Songs**

Song is another thing loved by the students besides game. In every meeting, the writer always used song before she ended the lesson. The song is usually related to the topic or material that has been given or the words in the lyrics of the song are related to the vocabulary that has been taught before.

By using the song to end the lesson, the writer can conclude that it is effective in teaching-learning process. The reasons are as follows:

1. Song becomes an alternative way to take the students' interesting in learning English. By giving songs, they will be enthusiastic to join the next meeting because they will be curious about what song that will be given to them. It happens because the writer always gave a different English song in every meeting.
2. Song helps to create a fun and friendly situation between the teacher and the students, also becomes a fun and attractive way to learn vocabulary.
3. Song can refresh the students' mind after doing some exercises. It can be seen that they do not look tired and bored after getting English lesson for 2 hours.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **Conclusion**

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 using game and song in teaching vocabulary consists of four steps. They are:
  - a. Building Knowledge Of the Field (BKOF)

In this step, the writer introduced the topic to the students by asking some questions related to the topic.

- b. Modeling of Text.

In this step, the clear explanation about the material was given. The writer explained vocabulary to the students by using picture. It was done to make easy in explaining the material and attracts the students' attention in order to make them focus on the material given.

- c. Join Construction and Individual Construction

This is the step where the games applied. In this session, the writer tried to involve the students in the teaching-learning process by doing fun games. The games are Word scramble, Matching pairs, Fill in the blanks, and Puzzle that played individually. By playing those games, the students were encouraged to be more active in memorizing new

vocabulary happily and cooperatively. It also helped them practice their speaking, reading, writing, and listening skill.

d. Closing

The writer applied the song in this step. The song itself was aimed to end the lesson. The writer tried to give the students different songs in every meeting and it was usually related to the topic. This activity made the students fun and happy because it could refresh their mind after doing some exercises.

2. The use of games and songs are the effective and fun ways in learning vocabulary. The effectiveness are as follows:

a. Games

- The game persuades the students to love English and enjoy the learning process.
- The game can attract the students' attention.
- The game is an alternative way to make the learning process fun and effective.
- The game helps the students in memorizing the vocabulary.

b. Songs

- Song becomes an alternative way to take the students' interesting in learning English.
- Song helps to create a fun and friendly situation and becomes a fun and attractive way to learn vocabulary.
- Song can refresh the students' mind after doing some exercises.

Therefore, using game and song is necessary in teaching vocabularies to the fourth grade students in SDN 1 Baturetno, Wonogiri.

**Suggestion**

Based on the conclusions that have been given, the writer wants to give some suggestions as follows:

1. To the English teacher of SDN 1 Baturetno

Remembering that young learners are easy to get bored, the English teacher should make some variations in teaching-learning process. By using game and song, it is very helpful for the English teacher in motivating and attracting the students' attention to the lesson. Besides, games and song can create a fun and enjoyable class.

2. To SDN 1 Baturetno, Wonogiri

In supporting the teaching-learning activity, this institution should always complete the school facilities. In this case, the school facilities that are intended are hand-out book for teacher and exercises book (LKS) for students. It is very helpful to make the learning process run effectively. If the students get the exercises book (LKS), they will not waste the time to write the exercises from the teacher. Moreover, they will get a lot of exercises that can help them to be more understand about English.

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Surakarta, 20 Pebruari 2008

Nomer : **NOTA KHUSUS**  
Lampiran : -  
Perihal : PERMOHONAN IJIN PRAKTEK KERJA LAPANGAN MAHASISWA

Kepada : Yth. Kepala SDN 1 Baturetno  
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 ketrampilan 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 mesti 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,ketrampilan,disiplin,rutinitas kehadiran,penampilan,pergaulan 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 sampul tertutup.

Adapun Mahasiswa yang akan melaksanakan Praktek Kerja adalah :

No	Nama	NIM	Alamat Rumah
1.	Woro Widiastuti	C9305149	Karanganom 02/03 Boto,Baturetno,Wonogiri

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

Ketua Program D.III Bahasa Inggris

  
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## **SURAT TUGAS**

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

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Semester : VI ( Enam )

Untuk melaksanakan praktek kerja di :

### **SDN 1 Baturetno Wonogiri**

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,

Ketua Program

  
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PEMERINTAH KABUPATEN WONOGIRI  
CABANG DINAS PENDIDIKAN KECAMATAN BATURETNO  
**SEKOLAH DASAR NEGERI I BATURETNO**

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Telah melaksanakan Praktek Kerja Lapangan di SDN 1 Baturetno selama 1 (satu) bulan dari tanggal 28 Februari sampai dengan 28 Maret 2008.

Demikian surat keterangan ini kami buat, semoga dapat dipergunakan sebaik-baiknya.

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