FINAL REPORT

**THE USE OF GAMES TO TEACH ENGLISH
IN GRADE II SD DERESAN SLEMAN YOGYAKARTA**

**Presented as a Partial Fulfilment of the Requirements
to Obtain *an Ahli Madya* in English**

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The Use of Games to Teach English
## in Grade II SD Deresan Sleman Yogyakarta

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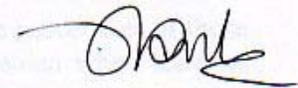
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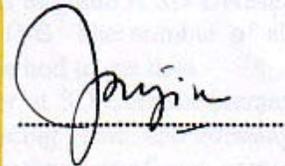
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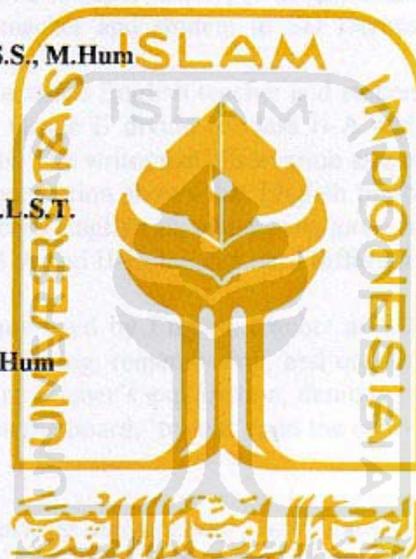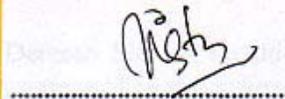
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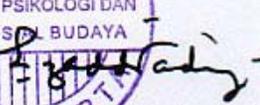
ABSTRACT

THE USE OF GAMES TO TEACH ENGLISH
IN GRADE II SD DERESAN SLEMAN YOGYAKARTA

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This paper is aimed to report the types of games and the procedures of those games used by the teacher and student in SD Deresan Sleman when learning English.

The research objects are English teacher and students in grade II SD Deresan Sleman Yogyakarta. Grade II divide to class II-A and II-B. The number of all students is 67 students. The writer use observation as a method to get data.

Results of the observation shows that English teacher at SD Deresan Sleman used such games to teach English as, whispering game, racing game, and guessing game. In each class II-A and II-B, teacher used different techniques of each games to give varieties.

The types of game used by English teacher at SD Deresan Sleman include activities such as identifying, remembering, and ordering games. The procedures used by the teacher are teacher's explanation, demonstration, key language and/or instructions written on the board, 'try out', and the continuation of game.

Keywords: games, teaching and learning English, young learners

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Bismillahirrohmaanirrohiim

In the name of Allah, The Most Gracious, Most Merciful. Praise be to Allah, Lord the world. In writing the paper, the writer can not finish it without any other people's assistance. She is obliged and indebted to many people who help her in finishing the paper. Therefore, she would like to express her graduate to:

1. Mr. Sus Budiharto, the dean Faculty of Psychology and Socio-Cultural Sciences Universitas Islam Indonesia

2. Mr. Nizamuddin Sadiq, the head of English Study Program Diploma 3 Universitas Islam Indonesia.

3. Mrs. Ista Maharsi, as her consultant.

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5. Ms. Rias, the English teacher at SD Deresan Sleman Yogyakarta.

6. All her lecturers in English Study Program Diploma 3.

7. All of the students at SD Deresan Sleman Yogyakarta, grade I-A, I-B, II-A, II-B, III-A, and III-B.

8. Her husband, for his caring and love.

9. Her beloved parents, brothers, and sister, for their prayers, encouragement and understanding.

10. All her friends, who have given motivation to finish the paper

Finally, the writer hopes that this paper will give benefits to the English Language Teaching. She realizes that the paper is still far from being perfect, so any suggestions and criticisms for better improvement of the paper are warmly welcomed.

The writer

Arum Dyah W.

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CHAPTER I

INTRODUCTION

In this chapter, the writer shares her reasons why she is doing the study field. This chapter also explains about the institution which is chosen by the writer as her place to do study field. The main points in this chapter are: background of the study field, field setting, and significance of the study field.

I.1. Background of the Study Field

Every student of English Study Program Diploma 3 must make a final report as one of the requirements of graduation. The final report includes a report about study field which should be carried out by the student in an institution, a company, a school, etc. Study field is aimed to prepare students entering career world. The students can practice their skills and abilities in real situation. Their responsibility to the job and their maturity also develop. The most important aim of study field is that the students are ready to enter the real world of their career.

In this case, the writer chooses an elementary school as a place of study field. The writer chooses a school because she is interested in education and she has already had experiences in teaching students. Besides that, *teaching* is one of concentration of English Study Program Diploma 3 UII, and the writer had joined *teaching short course* which was held by English Study Program Diploma 3 UII. The writer wants to explore more about teaching and learning, especially English teaching and learning in elementary school.

Teaching English as a foreign language has many important factors. Motivation is one important factor in foreign language teaching. Creating motivation in learners of English in Indonesia has always been a difficult task for the teacher. On the other hand, language learning is a hard task which can sometimes be frustrating for students. Actually there are several techniques in teaching English as a foreign language to increase the learner's motivation to pay attention to the lessons being taught. These techniques serve to increase the learner's attention to the lesson material, and thus produce better learning. Game is one of the techniques that can be a self-motivating material (Adenan, 1984: 9).

Game is valuable because it gives students a break and at the same time allow students to practice language skills. As a young learner, games are highly motivating because games are amusing and at the same time challenging. Furthermore, games can encourage and increase cooperation for young learners. Based on that reason above, the writer wants to explore about the use of games in English learning and teaching at SD Deresan Sleman.

I.2. Field Setting

The writer chose SD Deresan Sleman as her place to do study field. The writer chose SD Deresan Sleman because she got access to enter the school. The writer had a series of 30-hour observations or similar to 5-week field observation. SD Deresan Sleman is located at Jl. Cempaka CT X, Deresan, Catur Tunggal, Depok, Sleman. The location of SD Deresan Sleman is strategic and it is accessible for many people because it is located in the main street.

I.2.1. Vision and Mission of SD Deresan Sleman

a. Vision:

"Be the superior in science and technology, pious, and cultured"

b. Mission:

1) Do the effective, quality, and pleasured learning process to create an optimal learning achievement,

2) Do the effective guidance and counselling in order that every student can develop their potency in a best,

3) Do the extracurricular activities which can develop students' talent,

4) To grow and increase the comprehension and implementation of religion to affirm the faith and the piety to the God,

5) To grow and develop the spirit of compete to reach an achievements among the students,

6) To grow and increase the achievement of sport field,

7) To grow an attitude of appreciation for nation culture and maintain local culture.

I.2.2. Personnels of SD Deresan Sleman

Personnels of SD Deresan Sleman consist of headmaster; class teacher; religion teacher; sport teacher; English teacher; TI (*Teknologi Informasi*) teacher; dance teacher; administration; librarian; scout coach; TPA (*Taman Pendidikan Al Qur'an*) teacher; Al Qur'an trainer; drumband instructor; karate coach; and security. Table I.1 below shows personnels of SD Deresan Sleman:

Table I.1. Personnels of SD Deresan Sleman

No.	Personnel	Total	Civil Servants	Status Honorary Teachers	Honorary Employees	Needs
1.	Headmaster	1	1	-		1
2.	Class teacher	12	12	-		12
3.	Religion teacher	4	4	-		4
4.	Physical education teacher	1	1	-		1
5.	English teacher	2	-	2		2
6.	Information technology teacher	1	-	1		1
7.	Dance teacher	1	-	1		1
8.	Administration	1	-	-	-	1
9.	Librarian	1	-	-	1	1
10.	Scout coach	4	-	-	1	4
11.	TPA (*Taman Pendidikan Al Qur'an*) teacher	2	-	-	-	2
12.	Al Qur'an trainer	3	-	-	-	3
13.	Marching band instructor	1	-	-	-	1
14.	Karate coach		-	-	-	1
15.	Security	2	-	-	2	2

I.2.3. Students of SD Deresan Sleman

In academic year of 2010/2011, the number of students at SD Deresan is 387 students which is divided into 12 classes. Every grade (grade I-VI) consist of 2 (two) parallel classes. Table I.2. below shows the profile of student SD Deresan Sleman in academic year 2010/2011:

Table I.2. Students of SD Deresan Sleman in academic year 2010/2011

Class	Male	Female	Number
I	36	42	78
II	34	33	67
III	32	34	66
IV	30	29	59
V	33	29	62
VI	29	26	55
TOTAL	**194**	193	387

I.2.4. School's facilities

There are many facilities at SD Deresan Sleman, such as: class room; library; laboratorium; UKS (*Unit Kesehatan Sekolah*) room; Kopsis (*Koperasi Siswa*) room; headmaster office; teacher office; computer laboratorium; administration office; storage; parking area; bicycle area; canteen; rubbish bin; and toilet. Table I.3. below shows the facilities at SD Deresan:

Table I.3. Facilities at SD Deresan Sleman

| FACILITIES	TOTAL
Classrooms	12
Library	1
Laboratory	1
UKS (*Unit Kesehatan Sekolah*) room	1
Kopsis (*Koperasi Siswa*) room	1
Headmaster office	1
Teacher office	1
Computer laboratory	1
Administration office	1
Storage	1
Sport equipment storage	1
Mosque	1
Parking area	1
Bicycle area	1
Canteen	1
Rubbish bin	1
Toilet	9

I.3. Significance of the Study Field

This study field gives some advantages and significance. The significance of the study field is:

a. For SD Deresan:

    1) The students of SD Deresan will get many new experiences and knowledge to learn English.

2) The English teachers will get new experiences in teaching students at classroom using games. They also can make review about the teaching process and the problems occurred at the classroom.

b. For the writer, this study field can give more knowledge and experience to the writer about teaching and learning English at school, especially for elementary school students. Meanwhile, through study field, the writer will know about the real problems in English teaching and learning. From that, the writer and the English teacher can discuss about the solution and solve that problem.

c. For English Study Program Diploma 3 Islamic Universitas Islam Indonesia, the study field can give more experiences to its students prior to enter career world, so English Study Program Diploma 3 will have students with better competencies.
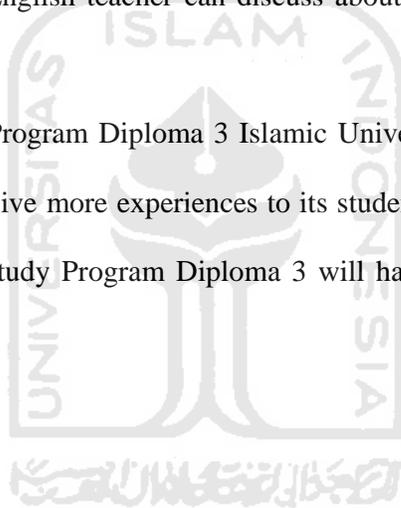
CHAPTER II

SUBJECT REPORT

In this chapter, the writer gives definition of terms relevant to the topic and also detailed explanations of the topic by experts. The writer had compiled, connected, and combined relevant theories by quote and also paraphrased someone's ideas. The writer also presents the data gathered from the study field activities. The main points in this chapter are: rationale, review of related literature, finding and discussion. After that the writer will answer the research questions.

II.1. Rationale

Learning a new language can be a difficult journey. The process of learning new language takes time. It is a challenge. In the past, many new languages were taught in a traditional, direct translation, and lecture format. Now, new theories, methods, and strategies are being adopted into language learning programs. Learning a new language should be fun, interactive and exciting.

On the other hand, teaching English can be enjoyable and relaxing. Very often a teacher finds activities in course books that can easily be turned into a game. By turning it into a game, it becomes far more exciting and challenging. The students will be happier and learning English will be more fun.

The use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more

effectively. The more exciting and interactive, a teacher can try to introduce games and activities. Games allow students to: work co-operatively, compete with each other, strategize, and thinking in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun (Agoestyowati, 2007: 1-2).

When a lesson consists of a game, it is often greatly appreciated by the students. Games give the teacher the opportunity to help the learners acquire new forms how to learn English in effective way. Many games cause as much use of particular language items as more conventional drill exercises; some games do not. What matters, however, is the quality of practice.

The writer wants to investigate about the use of game to teach English to young learners. The writer decided to limit the problem into the type of game and procedure of games in teaching English. The writer take English teacher and students in grade II as the research objects at SD Deresan Sleman Yogyakarta. The writer formulated the problem as follows:

a. What type of game that is used by the teacher and student in SD Deresan Sleman when learning English?

b. How is the procedure of those games?

II.2. Review of Related Literature

In this section the writer will give reviews about theories which have connection with the title or topic of final report. Theories are used for helping the

writer to see phenomena objectively and proportionally. The theories also used as references to make conclusion. Theory used by the writer are about games, teaching and learning English, and young learner.

II.2.1. Games

II.2.1.1. Definition of Game

According to Terrel (1982), games, by their very nature, focus the student on what it is they are doing and use the language as a tool for reaching the goal (participating in the game) rather than as a goal itself (Cambridge, 1985: 117).

Cohen (1990) notes that game is an activity which have characteristic of entertained, engaged, and challenged. Learners can play and interact with others through game. Sometimes there are competition against other in game, but it is not important. Challenge other is more important than competition because competition can be destructive and making learners anxious. In playing games, the teacher should try to minimize competition with winners and losers, and to maximize challenge. When teacher and learners maximize challenge in playing game, learners will be inspired to 'have a go' and do their best.

According to Anne Edwards & Peter Knight (2001: 36) games also helped the students move towards understanding as he or she acted on the object and turned it to his or her own imaginative uses.

From statements above, the writer conclude that game is an activity which is fun, entertaining, and challenging, through which the learners play and interact with others. In game activity there is a competition among learners that can be stimulating, destructive, and making learners became anxious.

II.2.1.2. Types of Game

There are 8 (eights) types of game according to Cohen (1990: 4-6), those are care and share; do: move, mime, draw, obey; identify: discriminate, guess, speculate; describe; connect: compare, match, group; order; remember; and create.

Caring and sharing games include all those games in which the learners feel comfortable while sharing personal information with other learners. These games relate more to invitation than to challenge.

Do: Move, Mime, Draw, Obey games include all those games in which the learner is expected to do something non-verbally in response to a read or a heard text.

Identify: Discriminate, Guess, Speculate games include all those games in which the learner is challenged to identify something which is difficult to identify or to hypothesize about something which is then compared with the facts.

Describe games include all those games in which the learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture. The learner may describe something objectively or subjectively, communicating his or her own feelings and association.

Connect: Compare, Match, Group games include all those games in which the learner is challenged to connect, compare, match or group various items of information, perhaps pictures or texts, objectively or subjectively. He or her uses language to describe or comment on the pairs or groups of information.

Order games include all those games in which the learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively.

Remember games include all those games in which the learner tries to remember something and then communicate what he or she has remembered.

Create games include all those games in which the learner is challenged or invited to make a story, write a poem or produce some other kind of material using their imagination. Here is the distinction between 'challenged' and 'invited' is worth making. 'Challenged' might include those story making starters in which you stipulate certain features: for example, you stipulate that a certain tense form must occur very often, or that the story must be exactly 50 words long. 'Invited', because sometimes the best way to stir the creative forces is to 'invite', 'encourage', 'show interest', and so on.

From explanation above, the writer concluded that there are various kind of game based on its purpose. Each games has diferent purpose like to share; to do something; to challenge; to describe; to connect, compare, and match; to remember; and to make something using imagination.

II.2.1.3. Characteristics of Game

According to Rodgers (Cambridge, 1985: 118), games have 5 (five) characteristic as follow: gaming is competitive; gaming is rule-governed; gaming is goal-defined; gaming has closure; gaming is engaging.

Gaming is competitive means that games create competition. Competition may be: against another direct participant; against time; against own best performance; and against a specific goal.

Gaming is rule-governed means that there are a limited number of specific and well defined rules that all participants know about and understand in games. These rules cover every possible play, define play acceptability or non-acceptability, and grade plays in terms of some game values.

Gaming is goal-defined means that there are a limited number of specific and well defined objectives for gaming which participants recognize and agree upon.

Gaming has closure means that there is some pre-determined point at which a game is said to be finished, whether players have achieved the goals of the game or not.

Gaming is engaging means that game engages and challenges participants. Sometimes a game is fun, sometimes it is motivating, sometimes it is merely attention-focusing. But like an automotive transmission, a game requires players to engage their mental and physical gears.

From explanation above, the writer concluded that games have some characteristics, they are: competitive; rule-governed; goal-defined; has closure; and engaging. Sometimes games are challenging, something fun, and also it is motivating.

II.2.1.4. Procedures of Game

Cohen (1990: 4) states that procedures of game consist of 7 (seven) steps, they are: explanation by the teacher to the class; demonstration of parts of the games

by the teacher and one or two learners; trial by a group in front of the class; any key language and/or instructions written on the board; first 'try out' of the game by groups; key language, etc., removed from the board; and the game continues.

Firstly, teacher needs to explain the games about the name, purpose, and steps about the game. It is the basic point before the teacher and students play the games. Secondly, teacher and two or more students demonstrate part of the games to give an example to other students. When they demonstrate the games, the students can understand more about the game. Thirdly, it was the time to try games by a group at class. That group was still controlled by teacher when they played games. Fourthly, teacher tells the students about key languange/instructions when they play games. Teacher needs to write it on the board, so the students always remember the instructions and does not make mistakes when playing games. Fifthly, all of the groups try to play the games, and teacher as a jury. Students are still allow to read key language on the board. Last, the teacher removed all of key language/instructions from the board, and the games run continuously until ends.

II.2.1.5. Benefits of Game

According to Cohen (1990: 2), games have some benefits as follow: games help and encourage learner to sustain their interest and work; games help the teacher to create contexts in which the language is useful and meaningful; games provide repeated occurrence and use of a particular language form; and games can provide intense and meaningful practice of language.

From explanation above, the writer concluded that games are definitely have benefits both of teacher and learner. Games give benefits for encouraging students to learn more about English. For the teacher, they can make their own creative techniques of teaching English by used games. Also games makes learning English become fun, easy, and meaningful.

II.2.2. Teaching and Learning English

Teaching languages is thought of as developing a set of performance skill in the learner, and syllabuses and timetable are often expressed in terms of skills being taught (Byrne, 1983: 39). Teaching also defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand." (Brown, 2000: 7).

The aim in teaching a language is that of getting students over an important educational hurdle, is to enable the learner to behave in such a way that he can participate to some degree and for certain purposes as a member of a community other than his own. In the past, the aim of language teaching was emphasized toward reading comprehension and translation. Today secondary schools teach 4 (four) skills of the EFL (English as a Foreign Language) teaching as the main purposes: listening, speaking, reading and writing.

Meanwhile learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction." According to Anne Edwards & Peter Knight (2001: 25) learning is therefore the mechanism we use to allow ourselves

to gain some kind of control or mastery over our environment. Learning is a slow process if it is lasting learning and not simply fleetingly held.

Based statements above, the writer concluded that teaching and learning English are activities which are serious that both of teacher and learner are getting knowledge and information about English through listening, speaking, reading and writing.

II.2.3. Young Learner

Young learners are defined as children between the ages of 5-12. Young learners, especially, have such a high competitive spirit that nearly any type of practice can become a contest in which participants learn, almost without realizing what is happening to them (Cambridge University, 1985: 120).

Anne Edwards & Peter Knight (2001: 25) suggested that young learners have less information on which to build new understanding and their strategies for organizing and holding information are less well developed. They are immature thinkers and learners who need to be treated differently from older learners, who will in turn have equivalent but different difficulties when it comes to learning.

Anne Edwards & Peter Knight (2001: 26) also stated that "young learners engage in assimilation much more of the time than do older learners because young minds usually have a less developed category system with which connections can be made. Imaginative game is where we see a great deal of assimilation. Learners act on the world by turning the world to their own purposes (e.g. using a flower pot as a hat or a cardboard tube as a telescope)". In this kind

of game, they are becoming familiar with objects and expectations without actually taking on board their full functions. Plenty of opportunity for playing that allows learners to become familiar with the tools, materials and language they will need has long been a feature of good early year provision.

Based statements above, the writer concluded that young learners have less information to build new understanding and they are immature thinkers who need to be treated differently from older learners. In learning activity, young learners are suitable to use games as the learning technique. Through games, they can act on the world by turning the world to their own purposes. They are also becoming familiar with tools, materials and language.

II.3. Finding and Discussion

In this section, the writer will explain and analyze about phenomena that became the topic of final report. The writer will present data which is obtained by observation, interview, and field analysis. After that, the writer will analyze and answer the research question based the theories as reference.

II.3.1. Finding

The writer had observed in class II-A and II-B, the teacher used some games to teach adjective. The games are racing, guessing, and whispering. The teachers taught some adjective words like *fat, thin, big, small, fast, slow, old, young, good, bad, tall, and short.*

In class II-A, teacher and students played whispering game, racing game, and guessing game. The class activities were held on April 20, 2011. Before playing

the games, teacher explained about adjective (tall, fat, young, old, fast, slow) and drilled students to pronounce them.

Whispering game is the first game played by teacher and students. Teacher divided the students into 3 (three) groups, they are: blueberry, apple, and cherry. First step, teacher explained about the rule of the game. After students understood about the rule, teacher commanded students to stand in line. Then teacher pointed the students who stood in the front at each groups to discuss with her about the words that will be whispered. After discussed about the word, teacher gave them a command to run into their group and they should whisper it to their friends. Hearing the teacher's command, students ran into their group and whispered each other until reached the last student. The last students said the adjective word loudly. The fastest group and answered correctly became the winner. In this case, blueberry group is the winner.

After playing whispering game, they played racing game. At first, teacher prepared adjective flashcards. There are ten adjective flashcards for each group. Teacher prepared three tables for three groups and she put the flashcards on each table. Then teacher commanded the students to stand in line while teacher explained to the students about the game rules. After students understood about the rule, they started playing games. Teacher said one of adjective words, example "young". Students run to the table fastly and seek the adjective flashcards which is suitable with the word "young" then they stick it on whiteboard. The group who is the fastest and got correct answer gained score 100.

Finally, they played guessing game. At first, teacher prepared adjective flashcards and small papers written adjective word which is suitable with the flashcards. Teacher prepared three tables for three groups and she put the small papers on the table. Then, teacher commanded the students to stand in line while teacher explained to the students about the game rules. After students understood about the rule, they started playing games. There are ten flashcards which is already stuck on whiteboard in racing games. Teacher said one adjective word, for example: "slow". Students from each group run to the table fastly, and seek the word "slow". After they found the word, they guessed the picture described "slow" on whiteboard. After they found the correct picture, they stuck the word below it. The group who guessed correctly, gained score 100.

In class II-B, teacher and students also played whispering game, racing game, and guessing game, but the techniques are quite different. The class activities are held on April 23, 2011. Before playing the games, the teacher explained about adjective words to students. The teacher made some sentences using adjective words, for example: *Yuda is fat; Diva rides bicycle so fast; Samuel is tall; Grandpa is old.* Then, teacher drilled students to pronounce it.

Guessing game is the first played by teacher and students. Firstly, teacher divided the students into 3 groups, they are: grapes, star fruit, and strawberry. Then teacher explained to the students about the game rules. After students understood about the rule, they started play games. Teacher showed some flashcards to the each group and then the student guess the adjective that suitable

based on the card. The group who had right answer got score 100, and the group who had wrong answer got score -100.

After playing whispering game, they played racing game. First step, teacher prepared adjective flashcards. There are ten adjective flashcards for each group. Teacher prepared three tables for three groups and she put the flashcards on each table. Then, teacher commanded the students to stand in line while teacher explained to the students about the game rules. After students understood about the rule, they started play games. Teacher said one of adjective words, example 'old'. Students run to the table fastly and seek the adjective flashcards which is suitable with the word "old", then they stick it on whiteboard. The group who is the fastest and got correct answer gained score 100.

Last, they played whispering game. First, teacher prepared three tables for three groups and she put the flashcards on each table. Then teacher explained about the rule of the game while she commanded students to stand in line. The teacher pointed the students who stood in the front at each groups to discuss with her about the words that would be whispered. After discussing about the word, the teacher gave command to them to run to their group and they should whisper to their friends. Students whispered each other until they reached the last student. The last student ran to the tables and then sought the flashcard which was suitable with teacher said. The fastest group and answered correctly became the winner. In this case, blueberry group was the winner.

From all explanations above, the writer concluded that English teacher at SD Deresan Sleman Yogyakarta used whispering game, racing game, and guessing

game to teach English. In each class, teacher used different techniques of each games to give varieties. English teacher at SD Deresan Sleman used 5 (five) procedures when playing games. The procedures used by the teacher's explanation; demonstration; key language and/or instructions written on the board; 'try out' of the game; and continuation of game. Table II.1 and table II.2 show the types of game and the procedures of games that used by English teacher at SD Deresan Sleman:

Table II.1. The types of the games used by English teacher at SD Deresan Sleman

| No. | Games | Type of game | |
		Class II-A	Class II-B
1.	Whispering game	Remember	Remember, Identify
2.	Racing game	Remember, Identify, Order	Remember, Identify, Order
3.	Guessing game	Identify, Order	Identify

Table II.2. The procedures of game used by English Teacher at SD Deresan Sleman

| No. | Procedures | Class II-A | | | Class II-B | | |
		Whispering Game	Racing Game	Guessing Game	Whispering Game	Racing Game	Guessing Game
1.	Explanation by the teacher to the class	√	√	√	√	√	√
2.	Demonstration of parts of the games by the teacher and one or two learners	-	√	√	-	√	-
3.	Trial by a group in front of the class	-	-	-	-	-	-
4.	Any key language and/or instructions written on the board	-	√	√	-	√	-
5.	First 'try out' of the game, by groups	-	√	√	√	√	-
6.	Key language, etc., removed from the board	-	-	-	-	-	-
7.	Continuation of games	√	√	√	√	√	√

II.3.2. Discussion

II.3.2.1. Types of Games Used by English Teacher at SD Deresan Sleman

English teacher at SD Deresan Sleman Yogyakarta used some games to teach adjective. The games are racing game, guessing game, and whispering game. The finding is in line with the classification of games made by Cohen (1990: 4-6). There are 8 (eight) types of games: Care and share; Do: Move, Mime, Draw, Obey; Identify: Discriminate, Guess, Speculate; Describe; Connect: Compare, Match, Group; Order; Remember; and Create.

Both of class II-A and class II-B, teacher and students played whispering game, racing game, and guessing game, but the techniques are quite different. Whispering game that used in class II-A was included in type of remember game because the students tried to remember the adjective word that teacher said. The students had to tell their friends correctly about the word. Meanwhile, whispering game used in class II-B included in type of remember and identify game. The students tried to remember the adjective word that teacher said and then they tried to find the flashcard which is suitable with the adjective word.

Racing game that used in class II-A included in type of remember, identify, and order game. The students tried to remember the illustration which is described the adjective that shown in flashcards. After that, they identified the adjective by seeking the flaschcards which is suitable with the illustration they remembered. Finally, they stick the flashcard on whiteboard which is indicate the order. The students is challenged to put texts/objects. Same as class II-A, racing game that

used in class II-B included in type of remember, identify, and order game. The procedure of those games are same.

Guessing game that used in class II-A included in type of identify and order game. The students tried to guess which is picture that suitable with the adjective word. After they found the correct picture, they stick the word below it which is indicate the order. In class II-B, the technique of guessing game is different one. Here guessing game included in type of identifying game. The students tried to guess the adjective that suitable based on the flashcards.

Based on explanation above, the writer concluded that the type of games used by English teacher at SD Deresan Sleman Yogyakarta are identify, remember, and order games.

II.3.2.2. Procedures of the Games

English teacher at SD Deresan Sleman used 5 (five) procedures when playing games. The procedures used by the teacher's explanation; demonstration; key language and/or instructions written on the board; 'try out' of the game; and continuation of game.

Cohen (1990: 4) states that procedures of games consist of 7 (seven) steps, those are: explanation by the teacher to the class; demonstration of parts of the games by the teacher and one or two learners; trial by a group in front of the class; any key language and/or instructions written on the board; first 'try out' of the game, by groups; key language, etc., removed from the board; and the game continues.

Based on observation, the writer concluded that there are some steps that were not done by the teacher when used games. Teacher never do steps number 3 and 6. Steps number 1 which is *'explanation by the teacher to the class'* always done by the teacher. This step is never missing because it is the main point when teacher used a game in teaching. Steps number 2 which is *'demonstration of parts of the games by the teacher and one or two learners'* is used when racing game and guessing game in class II-A, but only used when racing game in class II-B. Teacher need to demonstrate the games when it is quite difficult to understand by the students. Step number 4 which is *'any key language and/or instructions written on the board'* is used in racing and guessing games at class II-A, but at class II-B it only used in racing game. Teacher used key language to give a command or to give an understanding to the students. For example, when teacher said one of adjective words "old", the students run to the table and seek the adjective flashcards which is suitable with the word "old". Teacher need to write it on the board, so the students always remember the instructions. Step number 5 which is *'first try-out of the game, by groups'* means all of the groups try to play game. At class II-A, this step is used when racing game and guessing game, meanwhile at class II-B, teacher used this step when played racing game and whispering game. The last step, number 7 which is *'the games continues',* it means the game was being played until ends to get the winner. All of the games in class II-A and class II-B have this steps.

In other words, teacher did not do all the procedures of the game. Teacher do the procedure depend on difficulty of the games. Related to the theory that

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stated by Cohen (1990), English teacher at SD Deresan Sleman used games with 5 (five) procedures as follows: *explanation by the teacher to the class; demonstration of parts of the games by the teacher and one or two learners; any key language and/or instructions written on the board; first 'try out' of the game, by groups; and continuation of game.*

CHAPTER III

CONCLUSIONS

In this chapter, the writer gives conclusions based on the *findings and discussions* section. The writer also gives some suggestions to the school and to English teacher related to the topic.

III.1. Conclusions

The writer had observed English learning activity at SD Deresan Sleman. Based on observation, the writer concludes two points as follows:

a. The games used by the English teacher at SD Deresan Sleman Yogyakarta are identification, remembering, and ordering types of game.

b. There are 5 (five) procedures of the games used by English teacher at SD Deresan Sleman namely *explanation by the teacher to the class; demonstration of parts of the games by the teacher and one or two learners; any key language and/or instructions written on the board; first 'try out' of the game, by groups; and continuation of game.*

III.2. Suggestions

III.2.1. For SD Deresan Sleman

The school should improve and add some media for learning English, especially flashcards, storybook, and computer.

III.2.2. For English Teacher

English teachers should vary the games and the procedure of the games should be more completed. Teacher also should make students become more active and attractive when playing the games.

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APPENDIX I

OBSERVATION

SHEETS

No.	Tanggal - Jam	Kegiatan	Hasil	Tanda Tangan	
				Pembimbing Lapangan	Pembimbing TABS
1.	Thursday ¹⁷/₃ - 2011 07.00 - 08.10 OBSERVASI (70 menit)	KBM di kelas IB = 34 siswa - Pengenalan benda, guru menggambar suatu benda di papan tulis, lalu menulis nama benda tersebut. Contoh: tree leaf etc... - Guru memberikan kertas berisi gambar lalu siswa menulis nama benda tsb dan memberi warna sesuai keinginan siswa.	- Siswa dapat menyebutkan nama benda sesuai gambar. - Siswa dapat menuliskan nama benda dlm B. Inggris dan memberinya warna.		
2.	Thursday ¹⁷/₃ - 2011 08.45 - 09.20 OBSERVASI (70 menit)	KBM di kelas III B= 28 siswa - Deresan's Map. Mengenal lokasi sekolah dan bangunan / tempat di sekitarnya. (Public Places & prepotition) mosque, market, flamboyan street, nusa dua street, book shop, restaurant, deresan street, pandean Street, deresan SD, cempaka street, kanisius Street Where is the school? It is in Cempaka Street in front of Kanisius publishing Mengenal in front of, behind, beside, accross,	- Siswa dapat menyebutkan dan menuliskan nama "public place" - Siswa masih bingung menentukan prepotition (beberapa siswa)		
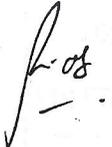
No.	Tanggal - Jam	Kegiatan	Hasil	Tanda Tangan	
				Pembimbing Lapangan	Pembimbing TABS
3.	Thursday 17/3 -2011 OBSERVATION (10.15 - 11.20) 70 menit	KBM di kelas III A = 34 siswa Pengenalan "public place" & prepotition	- Ada siswa yg masih bingung menentukan & mengartikan prepotition	*(signature)*	
4.	Friday 18/3 - 2011 OBSERVATION (07.30 - 08.45) 75 menit	KBM di kelas II A = 33 siswa Belajar Ex = Is it a slice of pizza? No. It is not What is it? It is a slice of bread.	- Siswa memahami materi cukup baik		

No.	Tanggal - Jam	Kegiatan	Hasil	Tanda Tangan	
				Pembimbing Lapangan	Pembimbing TABS
5.	26 Maret 2011 Saturday (OBSERVATION) 09.00 - 08.10 (85 menit)	KBM di kelas IIB (30 siswa) - membahas LKS - membahas soal MID semester B. Inggris			
6.	26 Maret 2011 Saturday (OBSERVATION) 09.40 - 10.45 (85 menit)	Membahas soal MID semester B. Inggris Pengenalan benda + mewarnai			
7.	(Friday) 8 April 2011 (09.00 - 10.30) (90 menit)	Diskusi dengan guru pembimbing mengenai penggunaan flashcards di kelas	- Guru menggunakan flashcard utk mengajarkan vocabulary -		
8.	14 April 2011 (Thursday) (10.00 - 11.30) (90 menit)	Menginstall software "English learning" di ruang komputer	Install program berhasil, 2 komputer rusak.		

No.	Tanggal - Jam (Jumat)	Kegiatan	Hasil	Tanda Tangan	
				Pembimbing Lapangan	Pembimbing TABS
9.	22/4 - 2011 - 15.00 - 14.00 (60 menit) 18.30 - 21.30 (180 menit)	*Browsing di internet mencari "adjective" opposite flashcard. Mengeprint flashcard, menggunting flashcard + *membuat lesson plan	* Adjective flashcard siap, yaitu - Big >< small - Young >< old - Fast >< slow - Fat >< thin - Good >< bad - Short >< tall * Lesson plan terselesaikan		
10.	23/4 - 2011 (Saturday) 07.00 - 8.10 (70 menit)	*KBM di kelas II B , learning adjective using flashcards . Guru melaksanakan games menggunakan flashcards. *Teacher and students melaksanakan "Whispering game"; memberi nama flashcard sesuai nama * Review games , guru mengulang adjective dan artinya kepada siswa - Big >< small - Fast >< slow - Good >< bad - Young >< old - Fat >< thin - Short >< tall	* Siswa senang bermain games * Siswa menjadi lebih paham tentang adjective karena dilengkapi dengan gambar pada flashcards. * Ada beberapa siswa yg tdk mendapat giliran bermain games * Ada 1 siswa yg diam saja di kelas		

No.	Tanggal - Jam	Kegiatan	Hasil	Tanda Tangan	
				Pembimbing Lapangan	Pembimbing TABS
11.	23/4 - 2011 8.10 - 9.20 (70 menit)	Menunggu siswa mengerjakan LKS di kelas II-B dan membantu siswa yang kesulitan mengerjakan LKS.			
12.	23/4 - 2011 9.30 - 10.00 (30 menit)	Review dengan guru pembimbing atas pelaksanaan game menggunakan flashcard	Game terlaksana dgn baik, namun ada beberapa siswa yg kecewa karena tdk mendapat giliran saat whispering game (waktu terbatas).		
13.	25/4 - 2011 9.00 - 11.00 (120 menit) 18.30 - 21.30 (180 menit)	* Browsing di internet mencari "adjective" flashcard * Mengeprint flashcard, menggunting flash card + membuat lesson plan	* Adjective flashcard siap, yaitu: - Fast - Short - Slow - Young - Good - Old - Bad - Fat - Long - thin		

1445 / 60 = 24 h

No.	Tanggal - Jam	Kegiatan	Hasil	Tanda Tangan	
				Pembimbing Lapangan	Pembimbing TABS
14.	29/4 - 2011 (Friday) 07.30 - 08.15	* KBM di kelas II A, learning adjective using flashcard. Guru melaksanakan games menggunakan flashcards. * Teacher and students melaksanakan whispering game, racing game, giving a name to flashcard. * Review games, guru mengulang adjective dan artinya kepada siswa - Fast - Bad - Slow - Tall - Young - Short - Old - Fat - Good - Thin	* Siswa senang bermain games * Siswa menjadi lebih paham tentang adjective karena dilengkapi dengan gambar pada flashcards. * Semua siswa mendapat giliran bermain game		
	08.15 - 8.45.	* Review dengan guru pembimbing tentang pelaksanaan games menggunakan flashcard	Games terlaksana dgn baik dan siswa sangat antusias melaksanakan games		

APPENDIX II

PHOTOS

Photo 1. Teacher explain adjective words to the students using flashcards.

Photo 2. At class II-A, students and teacher discuss about the word that will be whispered in whispering games.

Photo 3. Students whisper the adjective words.

Photo 4. Students seeks the true adjective flashcards based the word which is said by teacher in racing games.

Photo 5. Teacher disscuss with the students about the adjective words in whispering game

Photo 6. Flashcards which is sticked by students on whiteboard

Photo 7. Students stick the flashcards on whiteboard.

Photo 8. Students seek the adjective word at the table in racing game.

Photo 9. Students stick the adjective word on whiteboard.

Photo 10. In class II-B, techer explain about the rules of whispering game.

Photo 11. Students whispered the adjective word to his friend

APPENDIX III

SAMPLE OF

FLASHCARDS
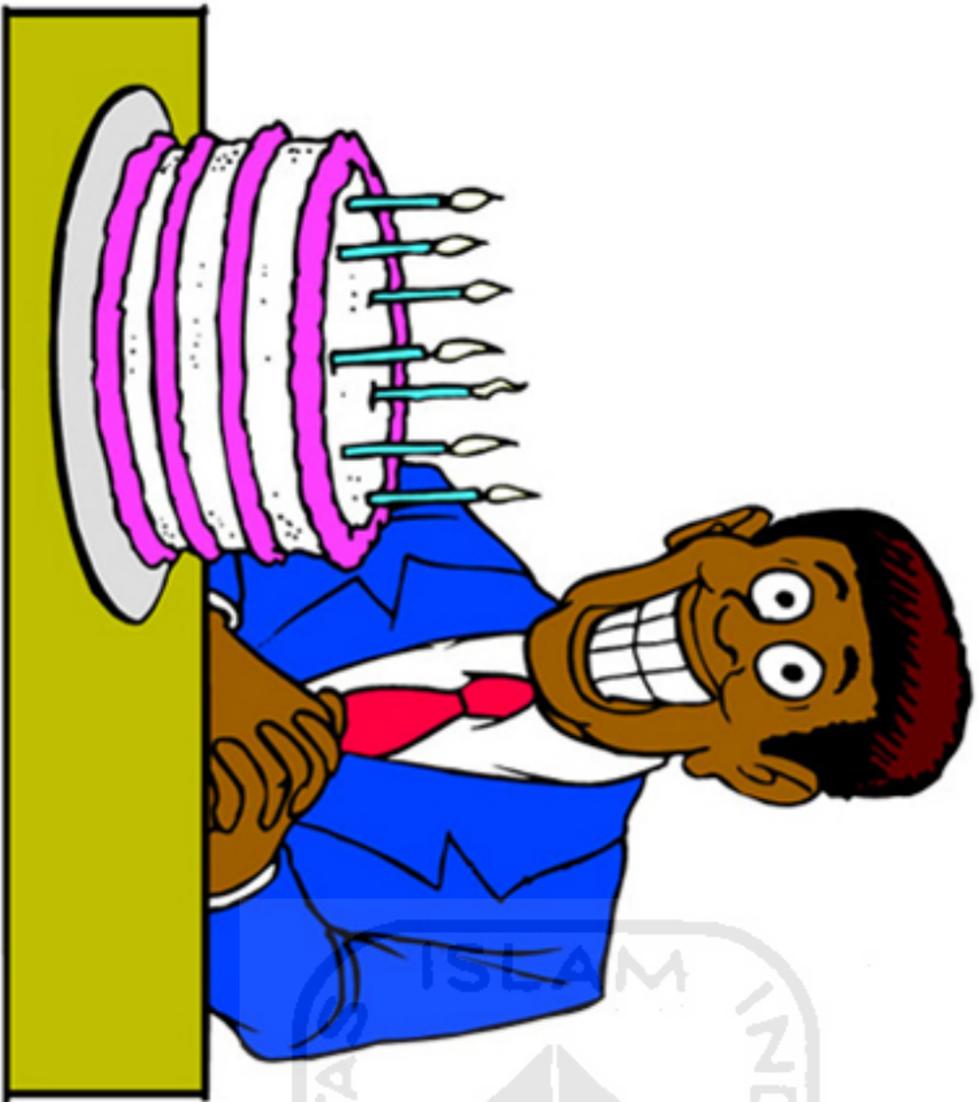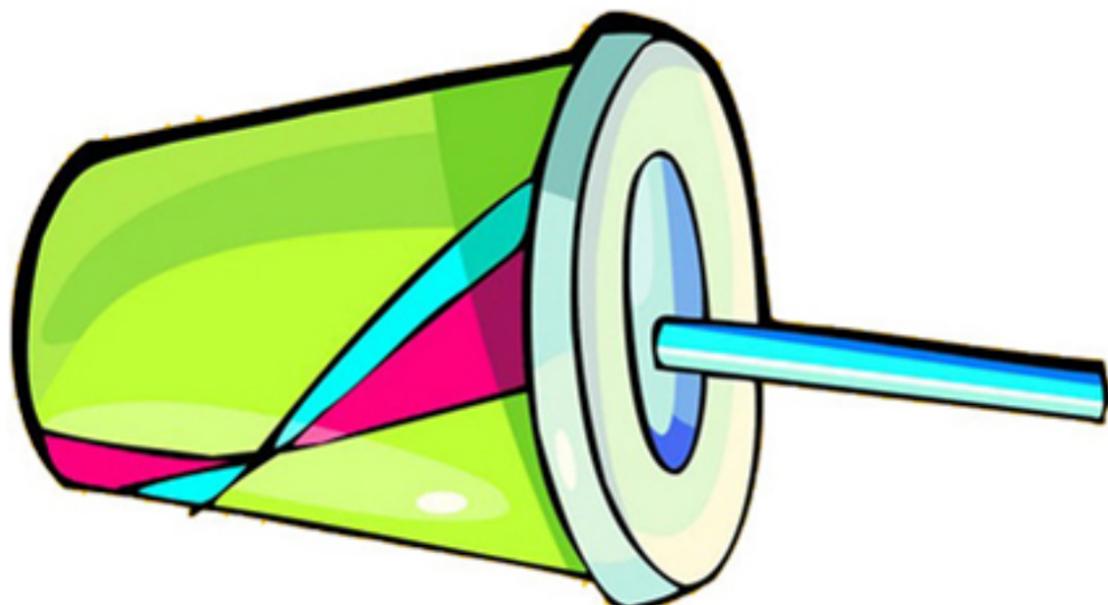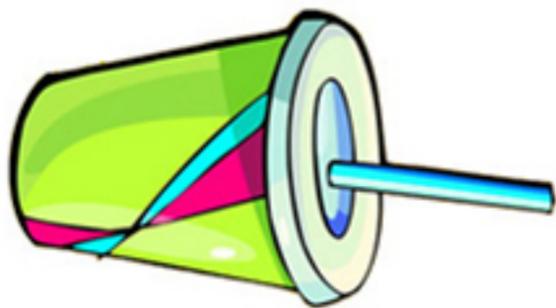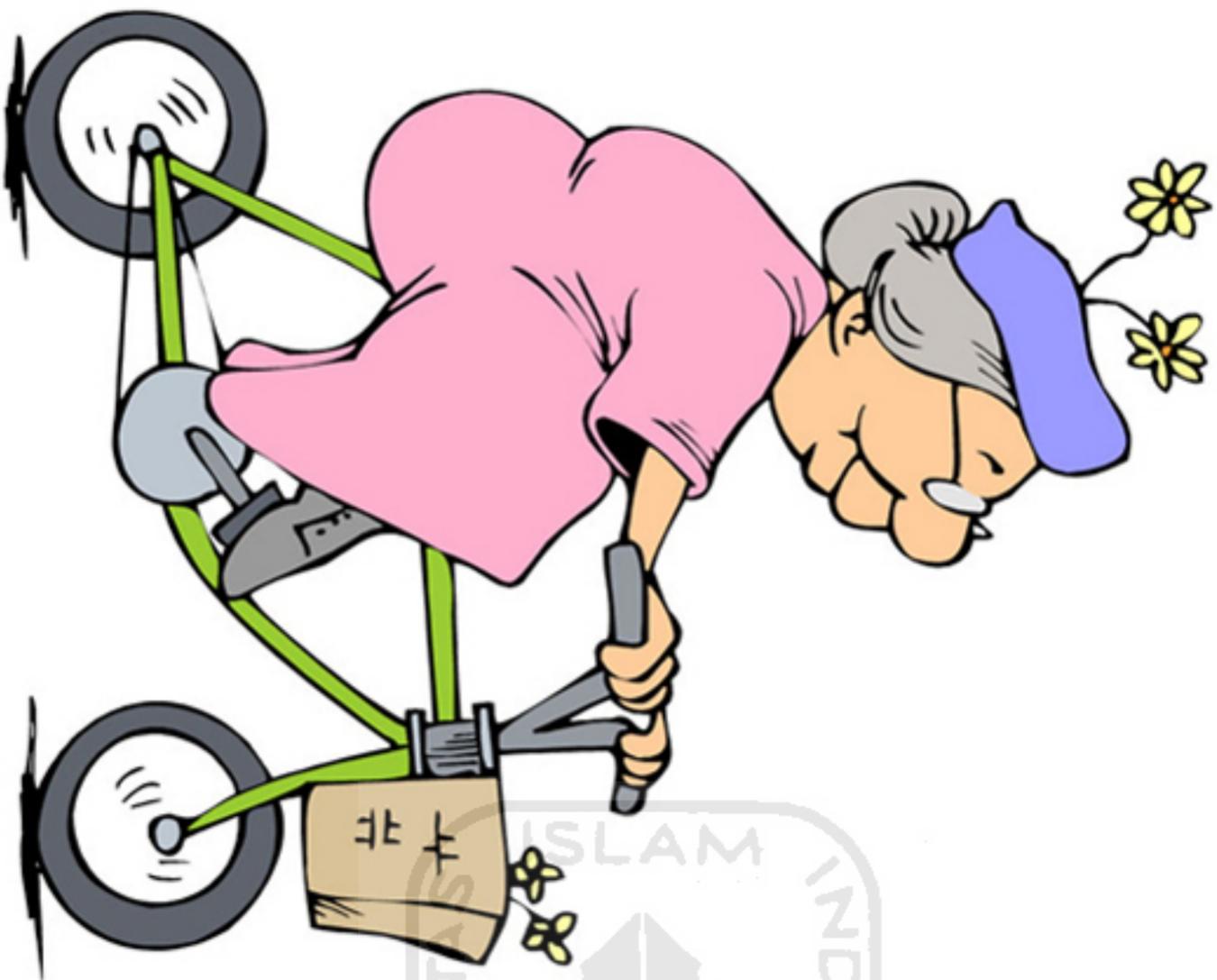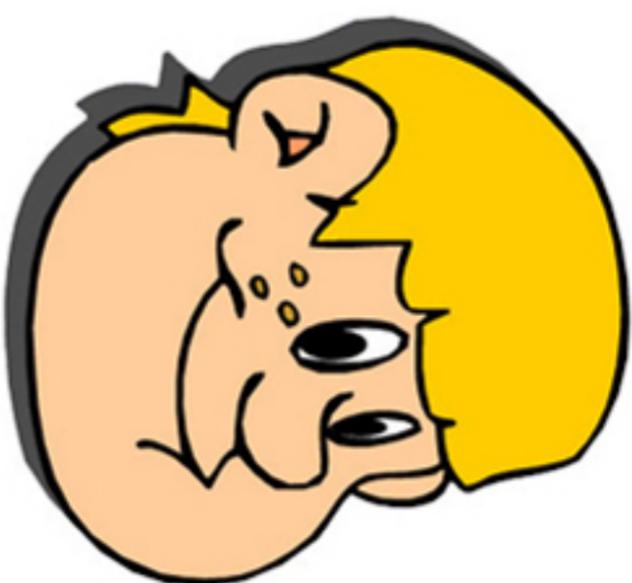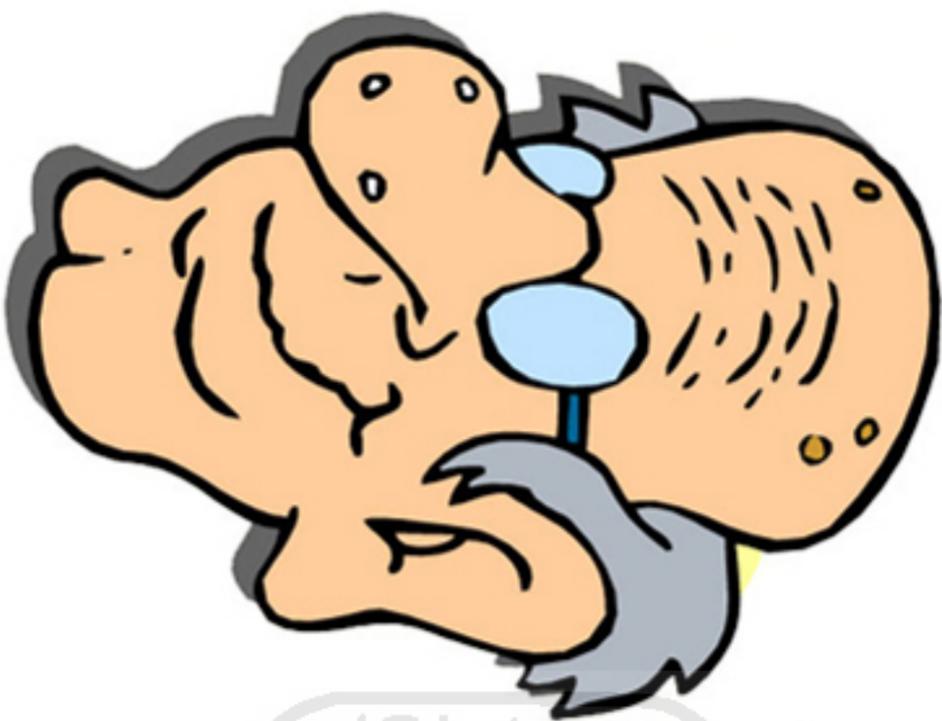
APPENDIX IV

ADJECTIVE

WORDS

Tall

Short

Good

Bad

Fat

Thin

Old

Young

Fast

Slow

APPENDIX V

LETTER OF

FIELD STUDY

SURAT KETERANGAN
Nomor : 07 /Ket.Pkl/SD Der /V/2011

Yang bertanda tangan di bawah ini Kepala SD Negeri Deresan, Kecamatan Depok, Dinas Pendidikan, Pemuda, dan Olahraga Kabupaten Sleman menerangkan, bahwa :

Nama   : ARUM DYAH WORONINGRUM
N I M   : 06221016
Program Studi   : D-3 Bahasa Inggris
Fakultas   : Psikologi dan Ilmu Sosial Budaya
Perguruan Tinggi   : Universitas Islam Indonesia
Waktu PKL   : 17 Maret s.d. 18 Mei 2011

yang bersangkutan benar-benar telah melakukan kegiatan Praktik Kerja Lapangan (PKL) terhadap siswa kelas I s.d. kelas III di SD Negeri Deresan Depok Sleman dalam rangka penyusunan Final Report.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Deresan, 18 Mei 2011
Kepala Sekolah
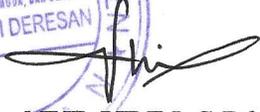
NUR UDIN, S.Pd.
NIP. 19640514 198506 1 001