CHAPTER III

DISCUSSION

A. Job Training Activities

A.1 Class Observation

On the first day of job training, I observed about the class condition in SDN Tegalsari 60 Surakarta. All the teachers especially English teacher told me that SDN Tegalsari 60 Surakarta consists of 6 class. first grade consists of 29 students, second grade consists of 24 students, third grade consists of 20 students, fourth grade consists of 35 students, fifth grade consists of 35 students, and sixth grade consists of 32 students. The English teachers also told me to teach from 1st until 6th grade. They gave me many English textbook from the school, but I usually used book “Dimensi Bahasa Inggris”. After that, all of the teachers gave me some suggestions to teach. The teacher asked me to give them the list of students score’s of any task.

A.2 Making Lesson Plan

I made a lesson plan before teaching English in SDN Tegalsari No. 60 Surakarta. A lesson plan was very important and must be prepared before teaching. It helped to manage the time and to prepare the material before teaching process.
B. The Process of Teaching Vocabulary by Using Games To The Fourth Grade Students of SDN Tegalsari No. 60 Surakarta

The process of teaching vocabulary was written based on the job training in SDN Tegalsari for approximately one month. I focused on teaching vocabulary using games to the fourth grade.

For the fourth grade of SDN Tegalsari No.60 Surakarta, the English class was conducted every Tuesday. The learning process was started from 09.30 am until 10.40 am. The theme of material was about “Family”. During the teaching learning process, I spoke using bilingually in English and in Indonesia. The process of teaching vocabulary has five steps; greeting, warming up, presentation, practicing and closing.

B.1 Greeting

Greeting was the material that should be given in the first meeting. That material built a good relationship between students and teacher. Here is an example of greeting:

- Teacher : “Good Morning, class!”
- Students : “Good Morning Miss”
- Teacher : “How are you today?”
- Students : “I am fine, thank you. And you?”
- Teacher : “I am fine too, thank you. Are you ready class?”
- Students : “I am ready miss”

That was an example of greeting or a simple conversation when the teacher greets the students. By using greeting as the material, the students would try to speak in English. After greeting, I checked the student’s attendance.

**B.2 Warming up**

The second step in teaching and learning process was warming up. Warming up is very important to introduce the topic to the students. It was also made the students feel familiar with the topic. In this session, I asked the students to mention the name of the family members. Some students mentioned it with Bahasa like “ayah, ibu, nenek, adik, kakak laki – laki, etc” and some students mention in English language like “father, mother, little brother, little sister, etc”. After that, I wrote down the topic on the whiteboard. I also wrote down the names of the family members in English and in Bahasa. Here is an example of conversation in warming up session:

- Teacher : “Class, do you know about family?”
- Students : “Yes, Miss!”
- Teacher : “So, can you mention it class? Who prepared a
breakfast for you in the Morning before you go to school?”

- Students : “Mother Miss”
- Teacher : “Okay good, and what else?”
- Students : “Father, Grandmother, Brother, etc”
- Teacher : “Okay very good, so do you know what we are going to discuss today?”
- Students : “No, I don’t”
- Teacher : “Today, we will learn about family”

**B.3 Presentation**

Thirdly, the step was presentation. Presentation is the next step after warming up. Firstly, I taught about “Family” materials. On the second step, I wrote on the whiteboard the names of the family member (like father, mother, little brother, sister, etc) and translated them in Bahasa. However, in this step I asked the students to mention the names of the family. I explained the material by giving the vocabularies. After I wrote the names of the family on the whiteboard, I asked the students to copy it. Next, I gave an example how to spell the vocabulary about the names of the family. After that, the students were asked to repeat me and I asked some students to repeat the words again.
Here is an example of presentation material:

- Teacher : “Class, do you know about family right?”
- The students : “Yes, of course Miss”
- Teacher : “So, can you mention who are in your family?
- The students : “Father, mother, brother, sister, grandmother, Grandfather, Miss”
- Teacher : “That’s right, good students, there are many members of family such as: father, mother, brother, sister, grandmother, and grandfather. So, I will write the words or the names of the family member on the whiteboard, please copy it in your book, okay?”
- The students : “Okay Miss”

Here is an example of the family member and I wrote the names of the family in the whiteboard, I added one of the students notes when he wrote this words:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Uncle</td>
<td>: Paman</td>
<td>17. Parents</td>
<td>: Orang Tu</td>
</tr>
</tbody>
</table>
Practicing was the next session. In this session, the teacher explained the rules for the game and the students should practice what they got from the previous activity. In this practicing, I gave games, which was called word mapping. Word mapping is a game to train the student’s memory about vocabularies. The way to play the game is the teacher mentions a word for the keyword and the students should mention the words which are related to keyword. It is also training the student’s concentration and togetherness with their friends. An example of word mapping games is when the teacher mentions the keyword “house”, the students will mention the words which are related to the word house, such as: chair, television, telephone, lamp, bed, etc. Before starting the game, here are the rules that should followed by the students:

- **Make a group and listen it**

  I asked the students to make a group into five groups, each group consists of five persons. After that, I asked the students to make a name of the group and then I wrote on the white board a list of the group names. Next, I explained about the games rules:

1. Firstly, the students were not allowed to open their textbook, notes, dictionary, etc (about English book).
2. Secondly, I gave the key by saying some words (related about family). All groups should be quite and listen carefully what I said. After I said the keyword, the students should find out the words which were related to the keyword without open their notes. They should work together and cooperate with the member of the group. I gave the time to write their answer on paper (the time is about five minutes).

- Teacher: "I will give you an example how to play the games, if I say the keyword “house” you should mention things in your house like table, chair, television, etc. Listen it class! Okay, the keyword is “family” who are family member we have learned before (like father, mother, etc? Mention it, ask your friends in your group, and write it in a book and I will give the time about five minutes. When the time is up, please leave your pencil on the table.

Okay, now all of you raise your hand and please do not touch your pencil or pen first before I said one, two, and three. Okay, one….two….and….three!!
Thirdly, when the time was up, I asked the representative of each group to write down their answers on the white board.

Teacher: “okay class, you have three minutes left to complete it, after that if the time was up and all of you do not complete it yet, please raise your hand and leave your pencil in the table”

3. After the time was up, and all of the students should leave their pencil in the table, I asked the students to write their answers.

Teacher: “okay class, time is up, okay pay attention please, raise your hands (all of the students) and do not write again, leave your pencil in the table. Now please write down your answers on the white board based on the answers on your paper started from group 1. After group 1 finish, write their answer, please to be continued by group 2 and the next. Are you ready?”

Students: “I am ready miss!”
(A few minutes later after all of the group write their answer on white board)

4. After the students wrote their answer of the keyword given by the teacher on the white board, I told the students of each group to repeat the vocabulary again. After that, I asked each groups to translate in Indonesia language what they are wrote it in the whiteboard.

- Teacher : “okay, now please group 1 read your answer together and then translate it in Bahasa. After group one finish read their answer, please group 2 read your answers translate it in Bahasa and the next group please do the same.

- Students : (students read their answer)

5. After the students read and translated their answer, I started to count the point based on the numbers of their answers and their pronunciation.

- Teacher : “okay, class class”

- Students : “yes, yes”

- Teacher : “I will announce who is the winner, there are 3 winners who will get the small gift from me, who is the winner class? Are you ready to listen it? Before that, I want to say, if there are groups who do not be
the winner and get the small gift, do not be sad okay? It is just a game, do not be jealous okay, we play together with our friends like this, it is already make us feel happy, right? So do not be envy guys, soon we can play games again”

- Students : “yes, Miss!”

(A few minutes later)

- Teacher : “okay, I have count your answer, as like I say before, be cooperative with your group, remember the words what the teacher taught before. Okay, I will announce it, are you ready class?”

- Students : “ready Miss…”

- Teacher : “the second winner is…congratulations for Princess Group, you get 15 points, okay please come here, stand up in front of class, applause for them class, okay after that, the third winner is…….congratulations for 7 ManusiaHarimau, you get 13 points guys, and now, the first winner, okay, the first winner for this games is……1, 2, 3 congratulations for Naruto group, you get 16 points guys, okay applause for them class, that’s our winner for this games”
I asked the winners to stand up in front of class, and then I gave the small gift to the winners, all of their friends gave applause to their friend who being the winners for this games. They looked very enjoy and interested to the games, they want to replay the game again in the next material.

**B.5 Closing**

The last step in the teaching process is closing. In this part, I reviewed about the materials. After that, I gave the opportunity to the students to ask questions if they did not understand. Finally, the lesson ended by saying “okay class, class thank you for your attention and see you.”

**C. The Problems and Solution of Teaching Vocabulary By Using Games**

**To The Fourth Grade Students**

There were several problems and solutions during teaching vocabulary using games at SDN tegalsari No. 60 Surakarta:

**C.1** There were several problems in the process of teaching vocabulary by using games to the fourth grade students:

1. **The condition of the students during teaching and learning**

   The students were hyperactive students. Before I taught vocabulary using games, I explained the previous materials.
During the process of the teaching, some of the students were talking each other. It also happened when I explained the material. After finished explaining the material, I asked the students to repeat again what I said before (about the vocabulary). Firstly, all the students could follow what I said, after that, I asked some students to repeat what they had said before (about the materials). The problems are they did not want to follow what the teacher said. Some of the students who did not follow the teacher always said “no” if I asked him to repeat what I said before. When the game was started, the students were still noisy especially when I asked them to split into groups.

2. The students had difficulties in remembering and writing the words. The students were always making mistakes in repeating some of the words, because they do not usually use English in their daily life.

3. The class has minimum stationeries

To make the students more active, I asked them to write their answer on the white board. However, the stationeries in the class did not complete. For example, the class has only one marker, so I could not ask the others students to write their answer on the white board. This condition made the learning process was not conducive.
C.2 The Solution to Solve the Problems in Teaching Vocabulary
by Using Games to The Fourth Grade

There were several solutions to solve the problems in teaching vocabulary by using games to the fourth grade students:

1. To overcome the noisy class, I gave the students warning by saying if the students still noisy I will reduce their points. Then, I also said that the classes are near the teacher office. If the students were noisy, the headmaster of the school would punish me.

2. To overcome the difficulties in remembering the pronunciation, I gave students many examples to make the students familiar with the words.

3. To overcome the lack of the stationeries, I bought markers, so that the students could write down the answer on the white board together.