

**TEACHING ENGLISH INTEGRATIVELY BY USING FISHY STORIES
GAME TO YOUNG LEARNERS**

Paper

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By:

Elyssa Silvia Harly

00138/2008

Advisor:

Yuli Tiarina, M.Pd.

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
STATE UNIVERSITY OF PADANG
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HALAMAN PERSETUJUAN MAKALAH

TEACHING ENGLISH INTEGRATIVELY BY USING FISHY STORIES GAME TO
YOUNG LEARNERS

Nama : Elyssa Silvia Harly
NIM/BP : 00138/2008
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Mei 2013

Mengetahui,
Ketua Jurusan Bahasa Inggris



Dr. Kurnia Ningsih, MA.
NIP. 19540626 198203 2 001

Disetujui oleh,
Pembimbing Makalah



Yuli Tiarina, M.Pd.
NIP. 19770720 200212 2 002

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

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Padang,

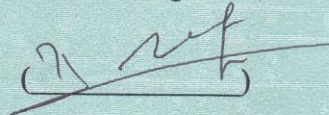
Mei 2013

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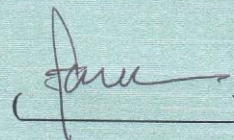
Nama

Tanda Tangan.

1. Ketua : Yuli Tiarina M.Pd



2. Anggota : Drs. Sunaryo



Anggota : Fitrawati, S.S, M.Pd





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Elyssa Silvia Harly
NIM/TM : 00138/2008
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

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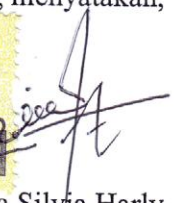
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Ketua Jurusan Bahasa dan Sastra Inggris


Dr. Kurnia Ningsih, M.A
NIP. 19540626 198203 2 001

Saya yang menyatakan,




Elyssa Silvia Harly

ABSTRAK

Harly, Elyssa Silvia. 2013. *Teaching English Integratively by Using Fishy Stories Game to Young Learner*. Makalah. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang (UNP).

Makalah ini membahas salah satu teknik dalam pembelajaran bahasa Inggris untuk siswa SD yaitu dengan mengemas pembelajaran dalam bentuk game. Teknik ini dimaksudkan untuk menciptakan suasana yang menyenangkan sekaligus memotivasi siswa dalam belajar bahasa Inggris. Game tersebut adalah fishy stories game, game ini mencakup keempat skill yang diajarkan secara terintegrasi satu sama lainnya. Fishy stories game adalah game dengan menggunakan dua jenis kartu, kartu waktu dan kartu gambar, untuk menjelaskan kegiatan sehari-hari siswa. Di awal pembelajaran guru membuka pengetahuan siswa dengan menjelaskan topik yang akan dibahas dengan memutar video animasi tentang kegiatan sehari-hari anak sekolah. Kemudian siswa dibagi ke dalam beberapa kelompok, dan semua kelompok diminta duduk dalam sebuah lingkaran. Masing-masing kelompok mendapat kartu gambar sebanyak anggota sedangkan kartu waktu diletakkan secara acak di tengah lingkaran. Kelompok pertama diminta mengambil satu kartu waktu secara acak dan memperlihatkan ke semua kelompok dengan menanyakan “*What do you do at this time (eq: 07:00 AM)?*” dan giliran kelompok dua untuk menunjukkan kartu gambarnya yang sesuai dengan waktu yang dicabut kelompok pertama (eq: gambar anak sedang makan) dan menyebutkan “*I eat my breakfast*”. Jika sesuai, kelompok dua boleh membuang kartu gambar tersebut, jika tidak ada yang sesuai boleh memasang kartu lain tapi harus dengan alasan yang tepat, jika alasan tidak sesuai juga, kartu gambar tersebut harus tetap dipegang kelompok dua. Begitu seterusnya. Kelompok yang paling cepat habis kartunya adalah pemenang, guru berperan sebagai hakim penentu sesuai atau tidaknya gambar dan alasan.

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In accomplishing this paper, the writer would like to express her deep appreciation and also thanks for his beloved parent Jon Harli and Mawarlis, S.Pd. who have given the great love, prayers, support, care, and encouragement over time. Her gratitude is also presented to her dearest brother, Ikhsan Orlando Harly, and her sisters, Lussy Harly and Hafzi Ramadhani Harly, for their boundless love, supports and prays. In addition, special thanks to all of her friends in English Department 2008 of UNP especially for KP-4 '08 for the friendship and time for sharing ideas in any discussion. She would also like to thank everybody who was important to the success in the realization of this paper and to express his apology that she could not mention personally one by one. May Allah bless you all!

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The writer

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

It is known that English is used as the first language, second language, and foreign language. Indonesia is one of the countries which use English as a foreign language. Because of that Indonesian government considers English as a compulsory subject to be learnt since the kindergarten level to the university level.

Actually, treatment in teaching English as a foreign language in each age group is different, it is caused by different characteristic they have which need different manner of treatment. Adult learners are more self directed and will take learning seriously. Adults can learn through lectures, they usually learn what is presented to them by the teacher, like to be challenged, and are open to new ideas, but they also require a lot of interaction and group activities to keep their attention. Adults usually have a purpose in learning. Attendance usually is not a problem with adults because learning is their choice.

Adults like to be in control of their lives and feel responsible for themselves. Therefore it is important to listen to their needs and ideas and to integrate them into the lesson plans. Adults learners bring many years of life experiences to classes, these experiences and the knowledge they bring can be drawn on to make classes very interesting and interactive. Adults love to share their experiences and can gain in confidence if others people pay attention, make listen to and given appreciation.

In young learners' class on the other hand, it is important to keep classes interesting, and to keep the students stimulated and excited about what they are learning. Young learners need various approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow because they have a limited attention span and tend to feel bored with monotonous activities.

If they like what they are being taught they will absorb it quickly. Young learners usually have a fairly short attention span, are curious and are full of energy. Therefore, it is important to keep the class active, change activities often, use interactive fun activities, exciting, and typically short lived, in hopes to keep the attention of the energized and full of life students. It would be impossible to give a lecture to a child. Children often very need the teacher's attention. They love praise and recognition for their ideas and their good grades.

It is supported by Scott, Ytreberg etc (1993), who state that characteristics of young learners as follow, they are very curious and active, they have a limited attention span, they require interaction in learning, they are very imaginative, they prefer physical activities, they learn by manipulating things, they mostly rely on speaking, and they require praise in any form.

Furthermore, when teaching young learners, diagrams, posters, 3D objects and other visual aids are almost a necessity to help with understanding. The classrooms of children have tendencies to be more colorful and decorative while the set up of an adult classroom will be simple containing a white board and desks.

Young learners are usually described as learners aged between 6 to 10 or 11 years old. To teach this age group, the teacher has to understand them, know their attitudes, and interests. In some elementary schools, the teacher uses a similar method or technique in teaching English between adult students and young learners, so it causes ineffective learning process. The students are not too active in learning process and not interested in studying English because they feel bored with the teacher's technique.

Recently, many teachers prefer to glue with one module which is popularly known as LKS (*Lembar Kerja Siswa*). This LKS contains some short explanations and examples of the materials followed by some kinds of exercises. These teachers teach expressions from it, explain a little about it, and leave the students with it. Furthermore, the English teachers in the school are also lack of using media. It is really expected that teacher can use the media in teaching. And the last, materials that they were delivered sometimes are not suitable with children.

Teachers should consider well activities that can stir a class which are activities can wake up the class and warm them up. Philips (1993) claims that the activities prepared by teachers should not be complicated in order not to discourage children at this point. Consider their intelligence is still limited to think or respond complex cases and instructions, the teacher should find the simple activities that are easy to understand by student and also interesting.

It is also supported by Philips (1993). He states that the activities should be simple enough for the children to understand what is expected of them. The task

should be inside their abilities. It needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work. The teacher has to adjust the material with the student's ability level. To make learning process more interesting, the teacher can apply reward system, which is give reward to the student whom having achievement. It is referred to give satisfaction toward their work and stimulate their competition sense.

For children, the dominant sense is visual, so the teacher should try to use as many visual aids as possible - flashcards or realia. As children their ability to think in an abstract sense is still difficult, so remember that whilst they are young it is easier for them to see a picture and understand what it is rather than hear a word and try to imagine it.

Moon (2000) states that visual aid involvement in learning process can help students to understand based on context and improve related vocabulary. Students are more likely to feel interested in the lesson when the teacher present the materials in real form by using kinds of concrete aids to help students' imagination about the materials.

Young learners should have fun with English. The teacher can apply many kinds of techniques such as by sing a song, chant, game, and stories. Young learners easy to catch environment context and enjoy repetition of certain routines and activities. The teacher has to be creative in package the material so it become simple, enjoyable, and meaningful. One of the fun ways in teaching English is through game.

Games are a valuable activity for language learning, especially for very young learners because play is in the essential nature of the child. Games and fun are important parts of the lesson. Children enjoy games and thus participate without anxiety. Games are simple structured activities which may involve little language but are meaningful to students and involve the whole students. Games can motivate children greatly and usually familiar to children. They can participate fully in all the activities without being pressured to produce language.

Games are activities that involve all the children. They are also activities which are repetitive without boring the students. A simple game can be played with children despite possibly limited language (eq: “What do you do at this time...?”). The students will happily repeat the structure without getting bored as it is part of a game and has a real communicative function.

This paper will discuss one of games in order to make young learners’ English learning process become simple, enjoyable, and meaningful, which is by using fishy stories game. Fishy stories game is a game which is used to teach speech act about asking and giving explanation or information. It is effective and appropriate to use since it can be applied in groups so the students can express their idea using English with their friends in fun way. By learning in groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning. Media that is used in this game is cards consist of two kinds of card: time card and picture card, and the context is about students’ everyday activities.

Applying contexts in their everyday life can help young learners connect English with their background knowledge. Games can be used to enhance any part of the lesson. They can be used to develop listening, speaking, reading and even writing skills and also some aspects that support the four language skills above such as grammar, vocabulary, spelling and pronunciation.

B. Limitation of the Problem

There are many kinds of techniques that can be used by the teacher in teaching English. This paper is limited to use fishy stories game in teaching English integratively to young learners' students.

C. Formulation of the Problem

The problem of this paper can be formulated into the following question. "How can teachers use fishy stories game in teaching English integratively to young learners?"

D. Purpose of the Paper

The purpose of the paper is to describe how the English teachers use fishy stories game in teaching English integratively to young learners. In this paper, the writer also explains procedures of using fishy stories game in teaching English integratively to young learners in detail. So, it will be easier for English teachers to teach the students in the classroom.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

This paper will discuss one of techniques in teaching English to young learners which is by using fishy stories game. Using this technique believed as the effective way because children in general like story and game. It is their natural part of their life. So it will be better when two of those are combined in delivery material in young learners' class.

By using this technique, the students will enjoy because the stories just about their daily routine. It will encourage them to be active and take participation in each activity. For example asking and giving explanation about their activities start from wake up in the morning until night when to bed sequenced based on the time of activities.

B. Suggestion

There are so many techniques that can be developed by teachers for having good and enjoyable class situation to reach curriculum expectation. In order to cover it, there are some suggestions that should be considered. First, the teacher should choose the technique and materials that are appropriate with the students' level and experiences so the class atmosphere become enjoyable and interesting. Then the teacher should give short, clear and simple instruction because they still get difficulties in interpret complex sentence, and the teacher should keep in control the students' activities. The teacher should present the language in an

enjoyable and relaxed way. It could be done by using pictures, songs, games etc, and the teacher should creative and active to find various methods to teach the young learners' students.

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