

**USING BANDITS AND SHERIFFS GAME IN TEACHING READING FOR
YOUNG LEARNERS**

*Submitted as a Partial Fulfillment of the
Requirement for Strata 1 (S1) degree*

PAPER



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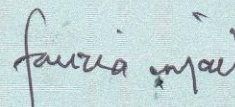
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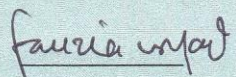
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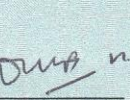
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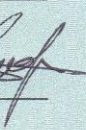
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ABSTRAK

Yudita Maharani.2012. Using Bandits and Sheriffs Game in teaching Reading to Young Learners. Paper. Padang. Jurusan Pendidikan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang. Advisor: Dra. AnFauziaRozaniSyafei, M.A

Berdasarkan pengamatan di lapangan, dalam proses belajar mengajar sebagian siswa mengalami kesulitan dalam membaca teks dalam bahasa Inggris. Khususnya bagi sekolah dasar, mereka tidak begitu tertarik dan merasa bosan membaca dalam bahasa Inggris dikarenakan kurangnya kreativitas guru dalam menciptakan kegiatan yang menarik, sehingga siswa mengalami kesulitan dan kebosanan belajar bahasa Inggris, khususnya bagi siswa sekolah dasar. Untuk mengatasi permasalahan di atas, maka ada beberapa kegiatan yang dapat diterapkan. Salah satu kegiatan tersebut adalah permainan *Bandits and Sheriff*.

Permainan *Bandits and Sheriff* sesuai untuk mengajarkan membaca pada siswa sekolah dasar. Permainan ini sesuai dengan ketetapan Kurikulum Tingkat Satuan Pendidikan (KTSP) (2006) yang mewajibkan pembelajaran membaca pada siswa dasar berfokus pada membaca lantang kata, frasa, klausa, dan kalimat sangat sederhana. Dalam permainan ini, guru membagi siswa ke dalam dua kelompok yaitu kelompok *Bandits* dan kelompok *Sheriffs* serta memberikan nomor urut yang sama untuk setiap anggota kelompok. Permainan dimulai ketika guru menyebutkan sebuah benda yang harus diambil serta nomor urut *Bandit* dan *Sheriff*. *Bandit* dan *Sheriff* yang terpanggil harus mendapatkan benda tersebut dan mencocokkan benda dengan tulisan yang terdapat di sisi kanan meja. Setelah berhasil maka mereka harus membaca tulisan tersebut serta mengejanya.

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BAB I INTRODUCTION

A. Background Of The Problem

From 1994, teaching English in Indonesia has been started from the elementary school. This subject added due to the regulation of education and culture ministerial No.060/U/1993 on 25 February 1993 about the possibility of English to be taught earlier as a local content and can be implemented in the fourth grade of elementary school. Based on “*Kurikulum Tingkat Satuan Pendidikan (KTSP)*” (2006), the teaching English for young learner is purposed to introduce the young learner with English so that they can meet the English level achievement in Junior High School. It can help them in familiarizing English before they are going to junior high school. Moreover, in *KTSP* it is intended to develop their language ability which is used to accompany action that means the teacher needs to accommodate the young learner with activities as real life setting activities.

Referring to the purpose of the teaching English to the young learner above, The *KTSP* requires the young learner that in listening skill some actions are the result of responding to the instruction given by the teacher. Moreover, in teaching speaking to the young learner teacher should attract the students to produce the very simple utterance that can be used in their class by giving the model to them first. On the other hand in teaching reading, the young learners have to understand some words, phrases, clauses, and very simple sentences that related to their environment. While in

the writing skill, the teacher has to teach the young learner how to copy or rewrite some words, clauses, and simple sentences by using an appropriate punctuation

Moreover, the regulation of education ministerial No. 41/2007 stated the standard process of teaching English; they are interactive, inspiring, fun challenging, motivating, and give a medium to the young learner to build the space in training the creativity and responsibility. Learning interactively means the teachers should create an atmosphere which attracts the young learner not only listen and do some exercises given but also invite them to actively ask, and share their ideas. Moreover, inspiring teacher will give some meaningful materials that lead the young learners to be open minded and can directly apply it in their daily life. Teachers also need to be innovative in order to decrease the young learner's boredom and can create an enjoyable atmosphere that brings concentration to the young learners in learning English. Without the motivation from the teachers, the young learners will not be interested to study because they change their mood every time. At last, the teacher should provide the medium for the young learner's creativity and responsibility.

But all those elements above are not enough if the learning process is not effective. That is not producing what should be controlled by the student after the learning process takes place, because the learner has a number of objectives to be achieved. If those elements above have been implemented by the teacher, then the learning process will run well.

However, the teaching English to young learner which is done by the teacher does not correlate with the teaching standard to the young learner above. It is found

that the teacher cannot provide a medium for young learner to direct their energy and enthusiastic in learning English. This situation is in contrast with Ericson's theory (1950) which says that by understanding the children characteristic in this age, the teacher should construct suitable material and design activity which can provide young learner's enthusiastic without forgetting to train their knowledge and intellectual skill.

There are some steps for young learners to achieve the cognitive development. Cognitive development is the process whereby the young learners understand of the world changes as function of age and experiences. There is also an expert theory about teaching to younger age. Piaget (1969) says that young learners in 7-11 years age begin to think in abstract but it is not optimally yet so they need to be taught by using concrete events. Unfortunately, many teachers just asked the young learners to sit in their chair, copy all the materials and do some exercises in their notebook, as what the students in senior high school has done, until the class dismiss. This problem may occur because the lack of understanding in determining the young learners need. Finally this situation builds the boredom of the young learners in learning English.

Based on the Piaget and Erickson theories above, the teaching process which is suitable for young learners is by using plays. In using plays the young learners will be more motivated to learn because they learn through playing. This activity is also suitable for the young learner's psychology and their physical development. One of the activities that included in play is games. Games provide amusement and enjoyable

atmospheres that lessen young learners' boredom. Related to these conditions, the teacher should be creative to select an appropriate game to be used.

As one example of game is Bandits and Sheriffs game. This game is suitable to be used in teaching reading because this activity trains the young learner reading by playing. This game can cover the young learners need based on the young learner's characteristics. This game can increase the young learners cognitive and socio emotional developments, decrease the young learner anxieties, and release the young learner excessive energy. Through this paper, the writer will discuss about how to use Bandits and Sheriffs game in teaching reading for young learner.

B. The limitation of the problem

Since there are so many games that can be implemented to teach reading to the young learners, this paper only focuses on the discussion of how to use bandits and sheriffs game in teaching reading for young learners in the fourth grade. This game is hoped to be able to give motivation to the students in learning English.

C. Formulation of the problem

Based on the limitation above, the problem is formulated in the following question:

“How does teacher use Bandits and Sheriffs game in teaching reading for young learner?”

D. The purpose of the paper

The purposes of this paper are:

1. First, to discuss how to use Bandits and Sheriffs game in teaching reading for young learner.
2. Second, to explain the benefits or advantages in using this game.