



**THE IMPORTANCE OF GAMES FOR ENGLISH
LEARNING IN INTERMEDIATE CLASS AT EF ENGLISH
FIRST NUSANTARA JEMBER**

THE JOB TRAINING REPORT

Presented to the Diploma III Program of English Department,
Faculty of Letters, Jember University
As One of the Requirements to get
The Ahli Madya Degree
In English Studies

Asal :	Madrasah	Kelas
Periode : 14	Periode	427
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2007**

Approval Sheet

The Centre Manager of English First Nusantara Jember



English First
NUSANTARA JEMBER

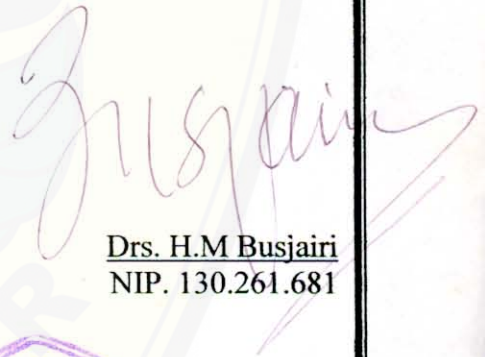
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MOTTO

“Diligence is the root of success , Laziness is the root of failure “

(Robby Lou)



DEDICATION

1. *My beloved parents, you have always been there with your love. I am so lucky to have all of you.*
2. *My eldest brother, Achmad Samsul Arip, thanks for your attentions.*
3. *My eldest sister, Ferani Maritasari, thanks for always supporting and praying me.*
4. *My dearest brother, Mochammad Nurul, thanks for always cheering me up.*
5. *Ms. Inul, Ms. Indah, Ms. Anggun, Ms. Jusnita, Ms. Yusi, for giving me guidance during the job training.*
6. *Mitha, Nunuk, Maya, Ela, Triwidya, Jasmine, Sigit, and Pebru for supporting me to do this report.*

ACKNOWLEDGEMENT

I am deeply grateful to Allah SWT for His blessing, the mercy and guidance, so the writer is able to finish the job training report titled **“THE IMPORTANCE OF GAMES FOR ENGLISH LEARNING IN INTERMEDIATE CLASS AT EF ENGLISH FIRST NUSANTARA JEMBER ”**. The report is written as one of the requirements to obtain the Ahli Madya Degree of Diploma III of English Department, Faculty of Letters, Jember University.

In the course of writing this report, there are so many guidance, instructions and suggestions help me until the end of the writing process. I realize that this report is still far from perfect, so that some critics and suggestions are greatly needed for the better writing in the future.

In this nice opportunity, I would like to extend the honor and thanks to :

1. Dr. Samudji, M.A, The Dean of Faculty of Letters, Jember University.
2. Drs. H. M. Busjairi, The Head of Diploma III of English Department, Faculty of Letters, Jember University.
3. Prof. Dr. Suparmin, M.A, academic advisor, for the advice and the guidance during my study in the faculty.
4. Mrs. Indah Wahyuningsih, S.S, advisor who has spared her precious time and attention to supervise and correct my report.
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6. Mr. Aditya, The Director of Study at EF English First Nusantara Jember, for giving me some duties and guidance during the job training.

I am grateful for the valuable help and support. May Allah SWT gives a reward more than you have given to me. Amen.

Jember, November 2006

Maria Ulfa

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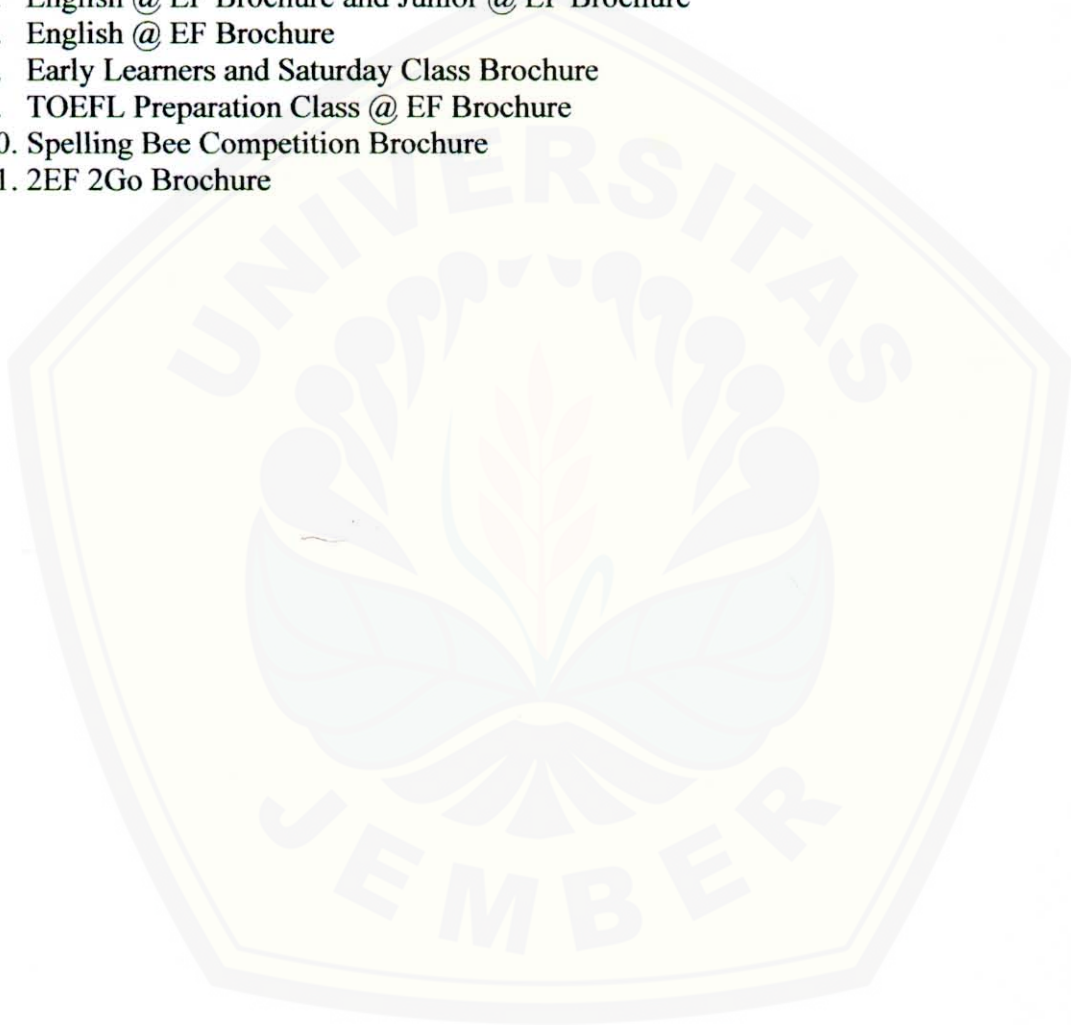
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CHAPTER I INTRODUCTION

1.1 The Background of the Problem

Language learning is a hard task which can sometimes be frustrating. Effort is required to understand, produce, and manipulate the target language. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is by using games.

The learning method which accentuates the theory, and only looks at the book is going to make students bored in receiving the student lesson. This can affect students not to get optimal results in accepting the materials. Using games for English learning is different with other methods to learn a language. This method serves how to learn easily, to enjoy, and in fact make learning English fun, without diminishing the lesson standard of quality.

Because of it, the writer chooses games as a media that can support the easiness for students in getting the materials, especially English lesson i.e through games for English learning. Games are the most favorite activity for the students. They get many advantages by using games for learning. Moreover, learners will get fun because the way of learning is relax. They do not even feel bored through the learning process. The method of using games has been applied in giving the lesson to the students in English First (EF) Nusantara Jember.

Games at EF Nusantara are highly motivating because they are interesting and at the same time challenging. Furthermore, they encourage and increase cooperation between the students. Learners feel that they do not really learn but they just play games. They can practice in all language skills namely listening, speaking, reading, and writing.

On the basis of the brief explanation above, the writer takes a title : "THE IMPORTANCE OF GAMES FOR ENGLISH LEARNING IN INTERMEDIATE CLASS AT EF ENGLISH FIRST NUSANTARA JEMBER"

1.2 The Problem to Discuss

According to the explanation above and considering the process of the writer's study during the job training, this simple report aims to know the following problems.

1. What the importance of games for English learning in intermediate class is.
2. What the advantages of games for English learning are.

1.3 The Goal of The Job Training

2. Understanding the English learning method in Intermediate class at EF Nusantara Jember.
3. Understanding how to learn English with fun at EF Nusantara Jember.
4. As an alternative medium to get a practical experience for preparing the writer to enter the job-world.

1.4 The Significances of The Job Training

2. Enhance the knowledge about accomplishing English learning method at EF Nusantara Jember.
3. As a medium to apply the knowledge gotten from the university.
4. Enrich the knowledge and skill before entering the job-world.
5. As an academic requirement of English D III Program, the Faculty of Letters, Jember University.

1.5 The Object and Period of the Job Training

1.5.1 The Object and Period of the Job Training

The job training that is done for understanding the importance of games for English learning in intermediate class at EF Nusantara Jember addressed at Jalan W.R

Supratman 69-70 Jember. The object or duty during the job training is activity which is related to the importance of games for English learning in intermediate class, such as observation in intermediate class at EF Nusantara Jember.

1.5.2 The period of The Job Training

The job training schedule is arranged by the D III Program of English Department, the Faculty of Letters, Jember University to understand the importance of games for English learning in intermediate class at EF Nusantara Jember. It took about six weeks, started on the 3rd July until 16th August 2006.

1.6 The Procedure of The Job Training

There are some steps that must be programmed before having the job training, namely:

1. Registrations, by completing the registration sheet that consists of name, address and phone number of the company,
2. Completing the job training sheet, containing the personal datas of the student,
3. Submitting the job training sheet to the student section of the Faculty of Letters Jember University,
4. Giving the application letter of the job training to the company,
5. After receiving the agreement letter from the company, then go to the head of D III Program of English Department, the Faculty of Letters, Jember University by bringing the receipt of the job training payment and other qualifications including the copy of the scoring list and copy of the PKL certificate,
6. Waiting for having advisory meeting from D III Program of English Department.

1.7 The Related Skills to the Job Training

The object of the job training (EF Nusantara Jember) actually has a relation with the subject which is taken (English Program) by the writer. There are some subjects that can be considered as a basic on implementation of the job training. The writer tried to apply the theory which is gotten from the university and matched it with the condition of the company.

1.8 The Scope of the Study

It is necessary for the writer to limit the scope of the discussion to avoid excessive topic of discussion. This report only talks about the importance of games for English learning in intermediate class at EF Nusantara Jember.

1.9 The Organization of The Report

This report is organized into five chapters, so that reader can understand the discussion more easily.

Chapter I: Introduction

It consists of background of problems, problems to discuss, the goal and significances of the job training, the object and period of the job training, the procedure of the job training, the related skills to the job training and the organization of the report.

Chapter II: References

This chapter contains Definitions of Learning, Understanding Learning Strategies, Understanding Games for English Learning, and The Roles of Games in English Learning.

Chapter III: Company Illustration

This chapter contains the short history of English First and English First Nusantara Jember., the organizational structure of EF Nusantara Jember, the explanation of organizational structure , and EF Nusantara programs.

Chapter IV: The Result of the Job Training

This chapter explains about games used in intermediate class at EF Nusantara Jember, the importance of games for English learning in intermediate class at EF Nusantara Jember, and the advantages of games for English learning.

Chapter V: Conclusion and Suggestion

This is the last chapter of this report that contains about the conclusion of the report and suggestion for the development company.





CHAPTER II REFERENCES

2.1 Definitions of Learning

Rebecca L. Oxford (1990:4) states that learning is conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instruction. The definitions of learning are involved in progress, moreover until now there is no accurate definitions for all points of view yet. According to (www.btinternet.com) there are some theories which state about learning :

1. 19th century theory

This theory gives definition about learning as the acquisition of knowledge by study.

2. Behaviorist theory

This theory has larger appreciation that learning is a permanent change in behavior brought about experience.

3. Discovery learning

This theory states that learning is the sudden or slow acquisition of insight into the rules governing certain relationships in the environment.

4. Fundamental/Active learning

This theory is the learning theory which has been applied by developing countries. Learning is the discovery of new facts and relating them to those already known. This definition shows that every new discovery and understanding are learning. This means that learning is not only subjects we study in school, but also in life.

5. Pronunciation : Motor Muscular Activity

This theory gives more complete understanding, that behavior involving purposeful use of motor muscular activity (a skill) cannot be learned without practice. The more practice the more successfully it is learned.

2.2 Understanding Learning Strategies

Rebecca L. Oxford (1990:8) states that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Because of it the roles of learning strategies for effective learning will be very helpful for the students.

This learning strategies have mainly purpose to get communicative competence. One of many ways of doing this is by using games for language learning. Games help learners participate actively in the class. Such games perform ways to motivate the progress of communicative competence.

Many kinds of games including taboo, betting, personal survey, whispering game and hot memo encourage greater amounts of communicative competence. Those games make learning English easier, faster, more enjoyable and more effective. The learning situation will become interactive and fun.

2.3 Understanding Games for English Learning

Nowadays learning is not always done by reading books. There is one strategy to make learning English not boring, moreover fun and challenging. One useful strategy for doing this is by using games. When using games in the classroom, it is very effective for students to learn a language. They can practice in all language skills namely : listening, speaking, reading and writing.

Byrne (1995) states that games as a form of play governed by rules. They should be enjoyable and fun. They are not only a diversion, a break from routine activities, but also a way of getting the learner to use the language in the course of the games. Similarly, Jill Hadfield (1990) defined games as an activity with rules, a goal and an element of fun.

A key aspect of games, as of much verbal play, is repetition with variation (Jakobson). Repeating a simple phrase or sentence, and changing only aspects of it, can give a sense of confidence, security, and control to the language-learning speaker.

2.4 The Roles of Games in English Learning

According to Richard-Amato (1996) eventhough games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. (www.btinternet.com).

Games are one of many learning strategies which are fun and very effective to learn a language. Through games students can practice four language skills.

Other thing that can be taken from using games for English learning is increasing students proficiency. Hadfield (1990) confirms that games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication. In the classroom, learners have a chance to practice and drill using grammatical rules and other functions. For example, look at the personal survey game in which students have to ask their peers the questions implied by the chart.

There are many things can be taken through games for English learning, besides they give the opportunity for real communication, they enhance students motivation to want to learn more because they are trying to win or to beat other teams for themselves. The learners are very competitive while playing games because they want to have a turn to play, to get the highest score and to win. The students will definitely participate the activities in the class. As in the hot memo game, learners are so competitive that they want to finish first and win. From the explanation above it can be concluded that games can capture learners attention and participation. Moreover, they feel that learning English is fun.



CHAPTER III COMPANY ILLUSTRATION

3.1 The Short History of EF English First

EF Education was founded by Bertil Hult in Sweden, 1965. Its goal was to bridge cultural gaps and break down barriers of language and geography by promoting educational travel, intercultural exchange and language learning. Today, EF Education is the world's largest private educational organization. It was a multinational group of companies and non-profit organizations with over 3.000 administrative staff and 20.000 teachers at work in 50 countries. Each year 2.000.000 people learn a language with EF.

An interesting method makes EF one of many great language schools in the world. It is appropriate with EF's motto i.e : "Learning with Fun" and "English Creates Your Future".

First EF came into Indonesia in 1995. It gave the same kind of service as in all over the world. EF Indonesia is divided into 3 segment namely :

1. EF Education

This EF Education functions as an institute which is in charge of the training of Indonesian students who will learn English to EF school overseas.

2. EF English First

This EF English First is an English course institute with both native speaker and local teacher.

3. EF English First Nusantara

EF English First Nusantara is located in remote area. Basically it is the same with EF English First. The difference between EF English First and EF English First Nusantara are the previous (EF) has native speakers as the regular teachers, while EF Nusantara has local teachers. Sometimes EF

Nusantara invites a native speaker to support learning process occasionally.

Nowadays EF schools in Indonesia have 54 schools as follows :

- 45 EF English First and
- 9 EF English First Nusantara

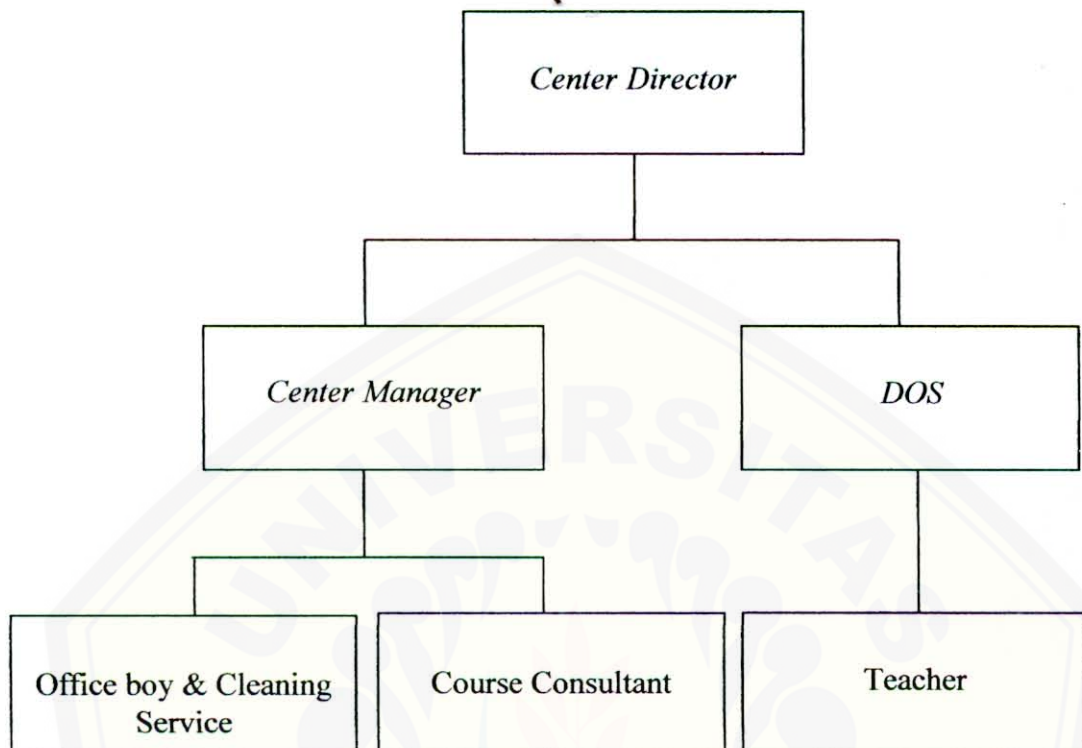
3.2 The Short History of EF Nusantara Jember

On the basis of determination Letter of Education and Culture Minister number : 075/0 year 1975 on April,17 1975 chapter 557 and 563 EF English First Nusantara English Course Institute has been registered by registering number 503/1564/436.2004 as a Course Institute that is legal and can operate its activities.

According to the policy above EF English First Nusantara Jember officially began on April, 22 2004. It was opened by the Center Director EF English First Surabaya Ir.Michael S. Pranoto in an Open House on 23 until 24 April 2004. It was located at Jalan WR.Supratman number 69-70 Jember. It was having a goal to introduce EF English First Nusantara Jember to all Jember society as well as to promote the programs and the facilities.

3.3 The Organization Structure

The Organization Structure at EF English First Nusantara Jember is as follows : It is managed by a Center Manager who works together with a DOS (Director of Study) who has responsibility for all activities in the office. The division of work responsibility between a Center Manager with a Director of Study are as follows :



3.4 Organization structure clarifying English First Nusanara Jember.

1. Center Director

A Center Director has duties to lead and to coordinate all EF schools that he has.

2. Center Manager

A Center Manager has duties as follow :

- a. To manage marketing issue
- b. To manage licensing issue
- c. To be liable with respect to school operational activities.
- d. To manage the report including daily, weekly and monthly reports which will be liable to the Center Director in monthly meeting.

3. DOS (Director Of Study)

A DOS has duties as follow :

- a. To be liable to academic problems in school
- b. To be liable to all the teachers
- c. To work together with Center Manager in managing operational activities in EF school.

4. Course Consultant

A Course Consultant has duties as follow :

- a. To be responsible with telemarketing
- b. To give explanation about EF products to consumer
- c. To prepare examination substance
- d. To make daily report
- e. To receive payment
- f. To help teachers

5. Teacher

An EF English First Nusantara teacher has the same obligation as teacher in public school. They are having moral duty to teach the students by using easier method and fun for them.

6. Office boy

An Office boy has duties to help the Course Consultant activities, namely preparing photocopy equipment and preparing the computers for multimedia class.

7. Cleaning service

A Cleaning service has duties for all cleanliness in the EF school, besides preparing the class that will be used.

3.5 Variety products of English First Nusantara Jember

Some variety products of English First Nusantara Jember are namely :

3.5.1 English @ EF

This course is for students who are having an age of 15 years or above.

This course has some levels which show the students' English proficiency levels.

The levels are :

3.5.1.1 Introduction

This level is the most foundation form in general English class.

3.5.1.2 Beginner

This Level is divided into 2 grades namely, Beginner 1 and Beginner2.

In this level students learn about daily conversation, reading and making a short story.

3.5.1.3 Keystage

At this level class is divided into 2 levels namely: Keystage 1 and Keystage 2.

In this level students are instructed to possible do conversation and make a paragraph with different tenses.

3.5.1.4 Waystage

The Waystage level consists of Waystage 1, 2, and 3. Students who are in this level have already stated as proficient in using English language. In this level the class focused on class discussions.

3.5.1.5 Threshold

Threshold is also divided into 3 levels, threshold 1, 2 and 3. In this level the students have been able to do conversations with different topics, they can answer variety of questions, and they can understand the articles and the reports.

3.5.1.6 Independent User

In this level class is also divided into 3 levels, Independent User 1, 2 and 3. The students in this level have already been capable and fluent in doing

conversation in all kinds of situations. They can use proverbs in English language as well.

3.5.1.7 Competent User

This level is still divided into 3 levels namely Competent User 1, 2 and 3. In this level the students have been able to do conversations in all kinds of situations fluently. However sometimes they still make mistakes, they can verify by themselves. In writing class and reading class, they can understand the novel and newspaper.

3.5.2 Junior @ EF

3.5.2.1 Early learner

This course is specifically designed for children who are having the age of 5-9 year. The time of learning is varied includes playing activity and computer training.

3.5.2.2 Trailblazer

This course is specifically designed for students who are having age 9 until 15 year. The material and course curriculum are adapted for preteens. This course will improve the school's lessons such as : science, history, geography, art etc.

3.5.3. World TOEFL

EF TOEFL course has been popular in all over the world. It has been proved as the most effective way to improve TOEFL mark.

3.5.4. Conversation Class

This course is specifically designed to build a bridge for the students in conducting English conversation.

3.5.5 Business English

This class which is specifically designed for the employer of a company.

The material taught is about English language for business and importance of English use.

3.5.6 One To One

Class which is specifically for private or personal course.

3.5.6 Saturday Class

Class which is held only on Saturday for professional and employer of company.





CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter presenting some conclusions related to the result of the job training. As a contribution for the company, some suggestions are given for the development of the company in the future.

5.1 Conclusion

Based on the job training, which has been done in EF English First Nusantara Jember, some conclusions can be taken as follows :

1. Games for English learning are designed to develop and enhance students' English skills. Using games in the classroom can increase students' ability in using English because they have an opportunity to use English with a purpose in the situations provided.
2. The games used in intermediate class at EF Nusantara Jember can give students both fun and educational meaning. This is the most favorite activity for the learners.
3. Games make learning English fun because the games motivate the students so they absorb the materials faster and easier.
4. Games help the students to lower their stress in the classroom since the games bring relaxation and fun for them.
5. Games is very effective to enhance students' communicative competence because of the useful practice.
6. Playing games for English learning does not only give students an opportunity to practice English but also connect them to the real usage of English outside the class.

5.2 Suggestions

Based on the experience of the writer during the job training in EF English First Nusantara Jember, the writer can give some suggestions for better performance of the company in the future.

1. The result of this observation suggest that games are used not only for fun, but also for the English lessons review. Thus, the games improve students' proficiency effectively.
2. Games used in intermediate class should be more various because the routine games can make the students bored.
3. It is recommended for the teachers to use some games in every meeting, since they are useful for the students to improve their motivation and communicative competence.

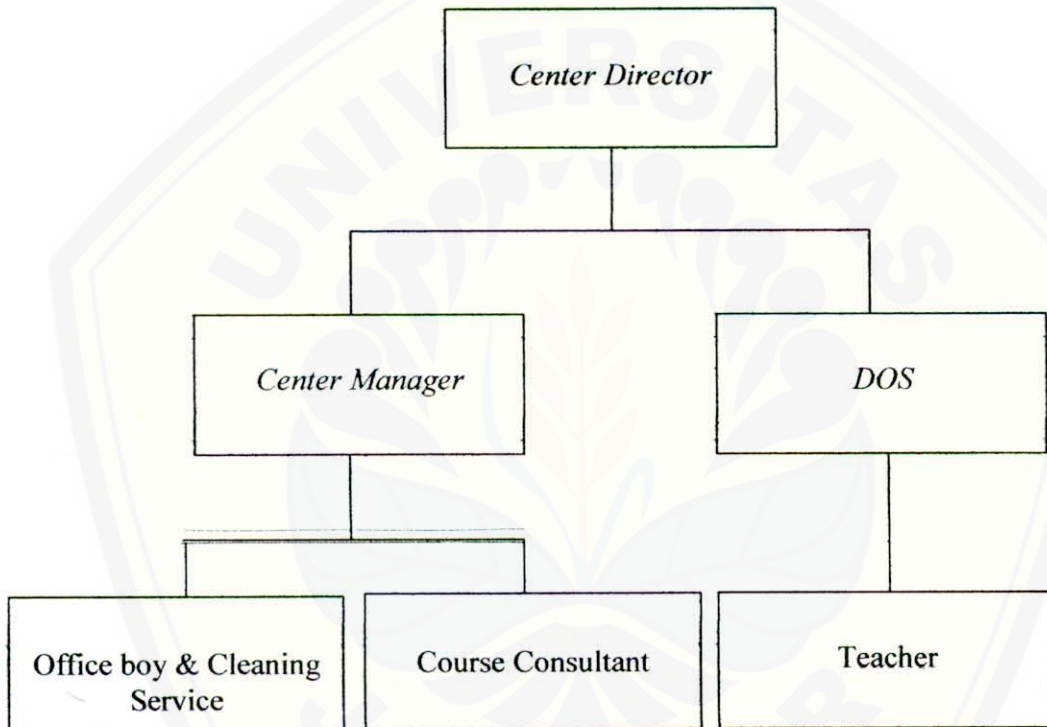
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Appendix 1

The Organization Structure of EF English First Nusantara Jember

The Organization Structure of EF English First Nusantara Jember



Appendix 2
Attendance List

**DAFTAR HADIR KEGIATAN PRAKTEK KERJA NYATA
DI ENGLISH FIRST (EF) NUSANTARA JEMBER**

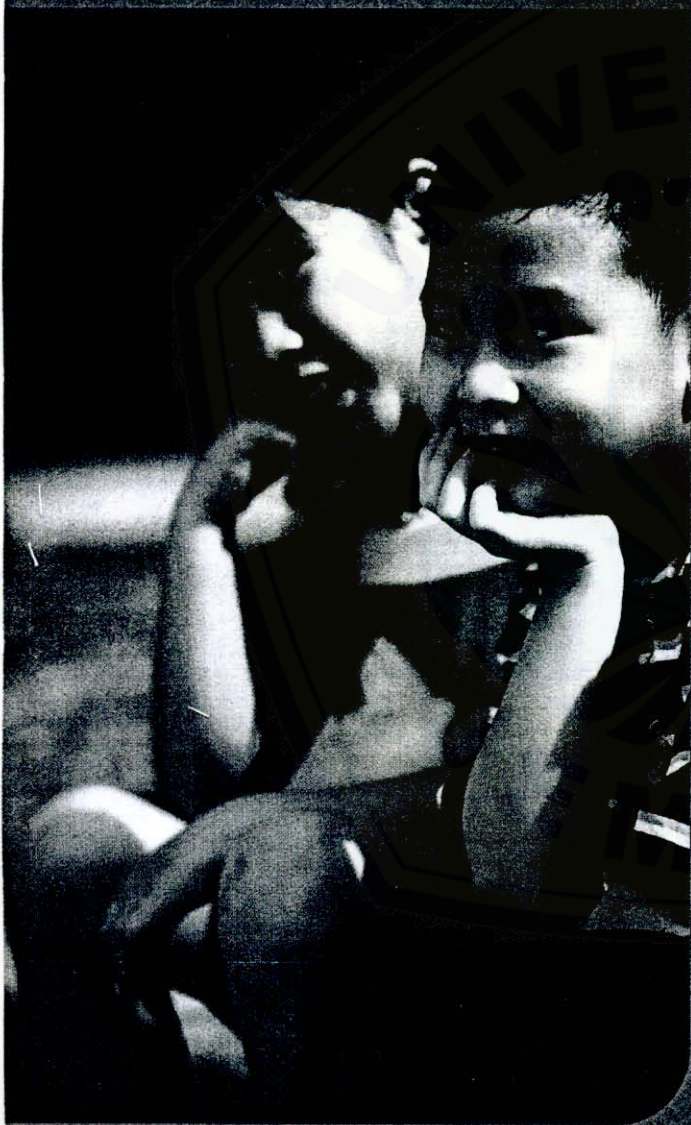
NAMA : MARIA ULFA
NIM : 040103101040
PROGRAM STUDY : D3 BAHASA INGGRIS

NO	TANGGAL	HADIR	IJIN	ABSEN
1	03-07-2006	√		
2	05-07-2006	√		
3	07-07-2006	√		
4	10-07-2006	√		
5	12-07-2006	√		
6	14-07-2006	√		
7	17-07-2006	√		
8	19-07-2006	√		
9	21-07-2006	√		
10	24-07-2006	√		
11	26-07-2006	√		
12	28-07-2006	√		
13	31-07-2006	√		
14	02-08-2006	√		
15	04-08-2006	√		
16	07-08-2006	√		
17	09-08-2006	√		
18	11-08-2006	√		
19	14-08-2006	√		
20	16-08-2006	√		

Jember, 16 Agustus 2006



Endang Suryawati
Center Manager EFN Jember



Kids Courses

Kids Courses

Start your child's English learning here

Mulailah sedini mungkin

Tidak ada yang lebih penting daripada pendidikan putra putri anda. Perkenalkanlah bahasa Inggris sejak dini kepada putra putri anda bersama sekolah bahasa terbesar di dunia dengan pengalaman lebih dari 40 tahun di 40 negara

Dirancang khusus untuk anak-anak

Waktu belajar diisi dengan aktifitas dan permainan-permainan menarik dalam bahasa Inggris yang dipandu oleh guru-guru yang ramah, berpengalaman dan penuh perhatian. Kelas kecil, ditambah dengan fasilitas lengkap audio-video, komputer multimedia dan seri buku penuh warna terbitan EF sendiri yang dilengkapi dengan audio CD, flashcards, poster serta materi pendukung lainnya, membuat proses belajar menjadi sangat menyenangkan. Orang tua pun didorong untuk ikut terlibat dengan menghadiri pertemuan orangtua-guru dan aktif memeriksa laporan kemajuan siswa. Kids Courses adalah pilihan yang bijaksana untuk mempersiapkan masa depan putra-putri anda.

Di EF English First putra-putri Anda dapat belajar dengan teman-teman sebayanya. Kids Courses menyediakan tiga kelas pilihan: **Small Stars** (untuk kelas TK A & B), **High Flyers** (untuk kelas 1-4 SD) dan **Trailblazers** (untuk kelas 5 SD - 2 SMP), semuanya dengan waktu belajar 2 atau 3 kali seminggu.

Hubungi kami segera untuk keterangan lebih lanjut. **Bersama EF English First, putra-putri Anda belajar bahasa Inggris lebih cepat!**

Jember
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Jember 68137
Tel. (0331) 410 400.

Tulungagung
Jl. Kapten Kasihin 17,
Tulungagung 66212
Tel. (0355) 336 933.

Kediri
Jl. Letjend Haryono 27,
Kediri 64132
Tel. (0354) 672 222.



Appendix 4 High Flyers Brochure



Dari para ahli

EF High Flyers, seri buku terbaru EF yang dikembangkan melalui riset selama lebih dari tiga tahun oleh para ahli pendidikan anak-anak.



Metode sesuai usia

EF High Flyers menggunakan metodologi pengajaran mutakhir yang di kembangkan khusus untuk murid kelas satu sampai kelas empat SD.

Materi lengkap

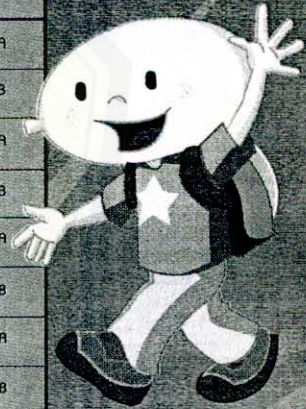
EF High Flyers menyediakan materi yang dilengkapi dengan

- Audio CD
- Song CD
- Beragam poster
- Kartu peraga

menjadikan proses belajar interaktif, menarik dan terkini.



Stage	Cambridge YL Tests	Levels
HF1	Starters	HF 1A
		HF 1B
HF2		HF 2A
		HF 2B
HF3	Movers	HF 3A
		HF 3B
HF4		HF 4A
		HF 4B
HF5	Flyers	HF 5A
		HF 5B



Melihat, mendengar, melakukan, berbicara

EF menciptakan suasana berbahasa Inggris untuk putra-putri Anda yang akan membantu belajar melalui melihat, mendengar, melakukan, dan berbicara, hasilnya belajar bahasa Inggris lebih cepat!



Trailblazers

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Trailblazers

Kursus untuk kelas 5 SD - 2 SMP



Dengan EF Trailblazers lebih yakin berbahasa Inggris

Menggunakan buku EF Trailblazers yang khusus untuk usianya, kursus meliputi kemampuan berbicara, membaca, menulis, dan mendengar.

Metode EF yang terpercaya

Belajar dengan penekanan alami, untuk meningkatkan kefasihan, percaya diri dan akurat dalam menggunakan bahasa Inggris. Tidak seperti metode tradisional-penghafalan, metode EF menggunakan beragam alat bantu yang dapat memudahkan sistem belajar seperti: permainan, diskusi, drama dan berbagai buku penunjang. Dengan pengalaman lebih dari 40 tahun di dunia pendidikan, metode EF telah terbukti dan digunakan oleh jutaan siswa di seluruh dunia.

Kelas Kecil

Kelas kami kecil, hanya 10-16 siswa perkelasnya.

Lebih dari sekedar belajar bahasa Inggris!

Kami secara berskala mengadakan kegiatan sosialisasi selepas belajar di kelas, agar siswa dapat menggunakan apa yang telah mereka pelajari secara langsung di kegiatan bersama dengan guru kami. Pesta Halloween, Ulang Tahun, Kompetisi Spelling Bee, Summer Fun Program, adalah sebagian dari kegiatan luar sekolah yang menyertakan guru-guru secara aktif, bagian dari keunikan EF Trailblazers

Stage	Levels
TB 1	TB 1A
	TB 1B
TB 2	TB 2A
	TB 2B
TB 3	TB 3A
	TB 3B
TB 4	TB 4A
	TB 4B
TB 5	TB 5A
	TB 5B

Hadir dengan program & buku baru khusus untuk siswa 5 SD - 2 SMP!



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Appendix 6

English @ EF Brochure & Junior @ EF Brochure

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English creates your Future

 **English First
Nusantara**

English creates your Future

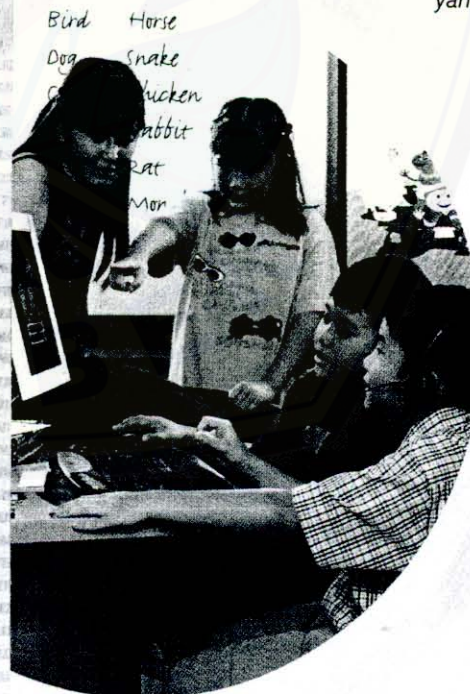
English@EF

Belajar bahasa Inggris, di sekolah bahasa terbesar di dunia, dengan cabang di 45 negara! Dipandu oleh guru berpengalaman, dengan fasilitas komputer multimedia, perangkat audio video serta buku & CD English@EF™, Anda belajar 40% lebih cepat!



Junior@EF

Belajar bahasa Inggris sedini mungkin dengan bimbingan guru berpengalaman, komputer multimedia, audio video serta materi pelajaran yang disesuaikan dengan dunia anak-anak!
*Junior B (1 - 3 SD)
*Junior C (4 - 6 SD)



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English First

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Introducing ...

Kursus yang ditawarkan

	Conversation	Specialised Business English	International Examinations	
			TOEFL	IELTS
Intro				
Beginner				
Keystage (Elementary)	Conversation 1	Business 1		
Waystage (Pre-Intermediate)	Conversation 2	Business 2	323 (50)	2 - 3.5
Threshold (Intermediate)	Conversation 3	Business 3	407 (100) (Intro to TOEFL)	3.5 - 5
	Conversation 4	Work in English	553 (200) (TOEFL Preparation)	5 - 7 (IELTS Preparation)
			600 (200)	7 - 8
			877 (200)	8 - 9

Junior@EF	A1, A2
Junior@EF A	B1, B2
	1A, 1B
	2A, 2B
Junior@EF B	3A, 3B
	4A, 4B
	5A, 5B
	6A, 6B
Junior@EF C	1A, 1B, 1C
	2A, 2B, 2C
	3A, 3B, 3C
	4A, 4B, 4C
	5A, 5B, 5C



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* Please note that all comparisons are approximate and for guidance only. In the case of external examinations, actual results will depend on individual student performance.



English First
Nusantara

Early Learners

untuk
TK A & TK B

di EF English First Nusantara!

EF English First, dengan pengalaman selama lebih dari 4 dekade dan tersebar di 40 negara, didukung oleh tim pengajar yang handal dan berpengalaman, serta fasilitas audio-video dan komputer multimedia, membuat proses belajar mengajar menjadi lebih mudah dan menyenangkan!

Bergabunglah dalam kelas Early Learners, dengan materi pelajaran yang disesuaikan dengan dunia anak-anak, kelas kecil yang memudahkan anak-anak berinteraksi lebih banyak bersama gurunya, serta didukung dengan beragam alat bantu peraga yang membuat anak-anak lebih mengerti dan menyukai bahasa Inggris!

Bersama EF English First, belajar bahasa Inggris menjadi lebih mudah dan menyenangkan!

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Saturday Class @EF

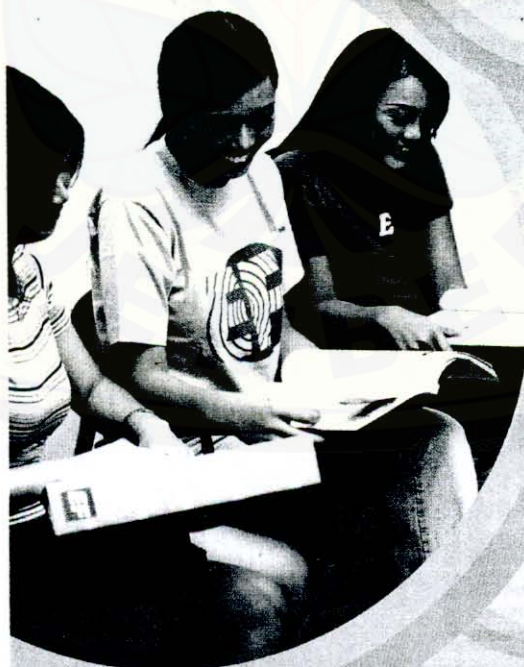
Belajar bahasa Inggris di hari Sabtu dengan jadwal kursus yang fleksibel, sangat sesuai bagi Anda yang memiliki jadwal kegiatan yang padat.

Appendix 9
TOEFL Preparation Class @ EF Brochure



TOEFL Preparation Class @EF

*Terbukti meningkatkan kemampuan Listening,
Structure / Writing dan Reading yang mutlak diperlukan
dalam test TOEFL, materi pelajaran dan
latihan disesuaikan dengan
kebutuhan murid-murid Indonesia.*



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...saatnya telah tiba!



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Lomba dibagi menjadi:
Grup A: untuk kelas 1 – 3 SD
Grup B: untuk kelas 4 – 6 SD
Grup C: untuk kelas 1 – 3 SMP



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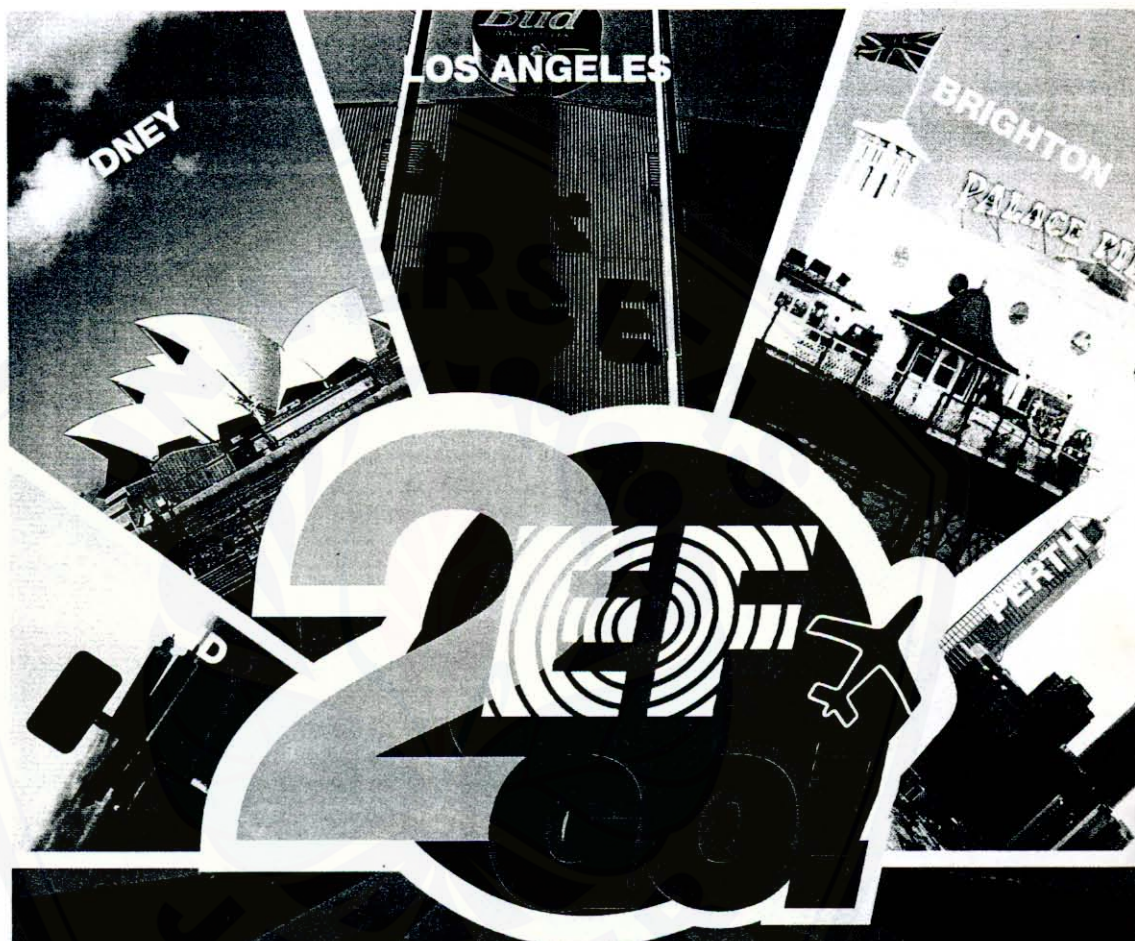
atau cabang EF terdekat



English First



English First



Hanya dengan mengajak **1 temanmu** kursus di EF, kamu bisa memenangkan kesempatan liburan sambil belajar bahasa Inggris **berdua dengan temanmu** ke luar negeri.

Daftar dan dapatkan langsung



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"special edition"

serta hadiah menarik lainnya.



English
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SEMAKIN BESAR KESEMPATAN KAMU MENANG!**

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