METHOD OF TEACHING VOCABULARY FOR 3RD GRADE OF ELEMENTARY SCHOOL IN SDN RANDUSARI Teras Boyolali

FINAL PROJECT REPORT
Submitted as a partial Requirement in Obtaining Degree in the English Diploma Program,
Faculty of Letters and Fine Arts
Sebelas Maret University

By:

Lusi Susanti
C9307056

ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
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APPROVAL OF SUPERVISOR

Approved to be examined before the Board of Examiners, English Diploma Program, Faculty of Letters and Fine Arts Sebelas Maret University

Final Project Report:

METHOD OF TEACHING VOCABULARY FOR 3RD GRADE OF ELEMENTARY SCHOOL IN SDN RANDUSARI TERAS BOYOLALI

Name : Lusi Susanti
NIM : C9307056

Supervisor

Drs. Riyadi Santosa M. Ed PhD  
NIP. 196003281986011001
APPROVAL OF THE BOARD OF EXAMINERS

Accepted and Approved by the Board of Examiner,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

Report Title : METHOD OF TEACHING VOCABULARY FOR 3RD GRADE OF ELEMENTARY SCHOOL IN SDN RANDUSARI Teras Boyolali

Student’s name : Lusi Susanti
NIM : C9307056
Examination Date : 21 January 2011

The Board Examiners:

1. Yusuf Kurniawan, S.S., M.A. (…………………………)
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   NIP. 197111301999031001

2. Ardianna Nuraeni, S.S., M.Hum (…………………………)
   Secretary
   NIP. 198209272008122001

3. Drs. Riyadi Santosa M. Ed PhD (…………………………)
   Main Examiner
   NIP. 196003281986011001

Faculty of Letters and Fine Arts,
Sebelas Maret University
Dean

Drs. Sudarno, M.A.
NIP. 195303141985061001

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MOTTO

The key to happiness is having dreams
The key to success is making dreams come true
DEDICATION

I dedicate this final project report to:

♥  The Almighty Allah SWT

♥  My beloved parents

♥  My brother

♥  My self

♥  All of my friends
PREFACE

The title of this final project is “Teaching Vocabulary Method for 3rd Grade of Elementary School in SDN Randusari Teras Boyolali.” This final project report explains the process of teaching vocabulary method to the 3rd grade of elementary school of SDN Randusari Teras Boyolali, the problem faced by the writer and the solution to solve the problem. In collecting the data, the writer did the job training in SDN Randusari Teras Boyolali.

The writer prefers choosing to observe the vocabulary section in the final project report because vocabulary is the based thing in learning English. Besides, vocabulary is important for beginners. The writer hopes this final project report will useful for the reader. The aim of writing this final project report is as a requirement in obtaining Degree in the English Diploma Program Faculty of Letters and Fine Arts, Sebelas Maret University.

Finally the writer hopes this final project report will be motivator to the reader to be more interesting in studying English.

The writer

Lusi Susanti
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Surakarta, Desember, 2010

Lusi Susanti
ABSTRACT


This final project report is written based on the job training in SDN Randusari Teras Boyolali done by the writer. This final project report is written to describe the process of teaching vocabulary to the 3rd grade students of SDN Randusari, to find out the problems in the process of teaching vocabulary and to give solution or input for the problems in the process of teaching vocabulary. In the process of job training, the writer observed the process of teaching and learning English in this elementary school. Besides, the writer analyzed the method appropriate and effective used to teach English lesson to the students of SDN Randusari.

In the job training, the writer did some activities during the process of teaching and learning English to the 3rd grade students of SDN Randusari. The process could be classified into six parts, opening, modelling, giving join construction of text, giving Independent construction of text, closing, and giving assessment. Besides, in the modelling there are two activities, giving explanation and practicing. In the process of giving explanation and practicing to the students, the writer made an enjoyable condition in the class, so the students could accept the material well. In the practicing section there were four skill comprehensions, speaking, writing listening and reading skills.

The writer also explains the problems faced during teaching and learning vocabulary of 3rd grade students of SDN Randusari in this final project report. The problems are class management, student difficulty in learning English, and the handbook used. To solve the difficulty of students in learning English the writer made repetition when explaining the material. And, about the handbook, the writer copied important information from other resource to the students.
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CHAPTER I

INTRODUCTION

A. Background

Nowadays English is used as an international language. It becomes popular in the world especially in Indonesia because it is very important for entering the globalization era.

Indonesian starts learning English earlier in primary school. The students learn about many kinds of English words. They often get difficulty in mastering English, because it is not their mother tongue.

In elementary school, English lesson is given in simple English such as English numbers, foods, drinks, animals, days, and others. The material is made so easy in order to make the children interested in this lesson.

The writer is interested in teaching English to the student of elementary school, so that the writer had job training as a teacher in Elementary school at SD Randusari, Teras, Boyolali. The writer taught the student of 1st up to 6th grades, but the focus on this final project is in the 3rd students, because they got the most meetings.
Vocabularies are one of many English materials that must be given to the students. In English language, vocabulary is needed by the learners as one of the basic matters in English language study. Moreover, it is very important for the students in learning English language at the first time. Vocabulary makes them easier in understanding the materials and teacher’s explanation of English. This final project is focused on Teaching English Vocabulary, especially to the third grade students of elementary school as the primary level in learning English to support the success of Teaching English Vocabulary activities.

This final project describes the teaching of English at SD Randusari, Teras, Boyolali. It will report the method of Teaching English Vocabulary for third grade of elementary school, entitled, “Method of Teaching Vocabulary for Third Grade of Elementary School in SD Randusari, Teras, Boyolali.

B. Objectives

The objectives of this final project are:

- To describe the method used in teaching vocabulary for 3rd grade of elementary school
- To describe the methods appropriate for the students easier in learning English especially English vocabulary.
C. Benefits

The writer hopes that this final project can give benefits to:

1. The teacher at SD Randusari, Teras, Boyolali
   The writer hopes this final project can become a reference to the English teacher in teaching English vocabulary to enrich their experience about method of Teaching Vocabulary.

2. The writer hopes that this final project is useful and gives some advantages to the reader who wants to know about the method of teaching English vocabulary in elementary school especially for 3rd grade of elementary school.

D. Report Organization

This report is divided into four chapters, and each of them has different contents.

Chapter I, Introduction, consisting of background, problem statement, objectives, and report organization.

Chapter II, Literature review, consisting of definition of teaching, teaching vocabulary, teaching vocabulary to children, method of children language teaching, method of teaching vocabulary to children, and technique of teaching vocabulary.

Chapter III, Discussion, consisting of the Description of SDN Randusari, The Method and Material used in the

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process of Teaching and Learning English. The Activity during the Job Training in SDN Randusari, The problem in Teaching Vocabulary to the 3rd Grade Student of SDN Randusari.

Chapter IV, Conclusion, consisting of conclusion and suggestion.
CHAPTER II
LITERATURE REVIEW

A. Teaching

Teaching is the part of teaching – learning activity to help the students understand about the material they are learning. In the English Dictionary of Wordeference.com, teaching is “The activities of educating or instructing or teaching; activities that impart knowledge or skill.”, from this statement we can conclude that, teaching have many meanings; educate, instruct and teach someone to be skilled and experienced.

According to AS Hornby (1995: 1225), teaching means as “The work of a teacher”. Based on this statement, it is clear that teacher is an important component in the process of teaching and learning activity.

While (Brown, 1994: 7) stated “Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand”. Teaching contains many activities, helping someone to learn something, giving instruction, guiding to study, providing knowledge, and causing to understand about the knowledge, especially for the student.

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From the opinions, teaching can be defined as an activity held by someone (teacher), to give knowledge or to instruct someone else (student) in order to make students understand about the material they learn. Teaching – learning activity needs professional teachers to support the success of teaching learning activity.

Teachers need to understand a subject enough to convey its essence to students. There are some issues that should be pointed out by the teacher to be a good teacher (Harmer, 1998:1-2):

1. A teacher should make his/her lesson interesting.
2. A teacher must love his or her job.
3. A teacher should have his/her own personality.
4. A teacher should have lots of knowledge.
5. A good teacher is an entertainer in a positive sense, not in a negative sense.

Teaching – learning activity does not only need professional teacher but also student’s motivation that makes it successful. Students’ motivation are needed to support the entering of the material to their brain easier. It means that the biggest success of learning materials come from their own motivation. So, it is very important to make them always get their spirit to study especially English.

According to the statement, teachers and parents must give their children a support to make them interested in learning something. The English teachers need to make his/her students interested in learning English, it is the show of support for his/
her students to get their motivation. So, supports from teacher and parents make the students easier get their spirit to learn about vocabulary English from their teacher.

B. Teaching Vocabulary

In language teaching and learning, vocabulary is very important. According to Mc Carthy (1990: VII) “The biggest component of any language course is vocabulary. Moreover, Schmit (1997: 201) said “The most important part of learning a foreign language is learning vocabulary.” The other opinions from Wilkins (1972: 111), “Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed.” Besides Zimmerman (1997:5) said, “Vocabulary is central to language and of critical importance to the typical language learner”. Lack of vocabulary knowledge will result in lack of meaningful communication.

Of the many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension (e.g., Anderson & Freebody, 1981; Baumann, Kame‘enui, & Ash, 2003; Becker, 1977; Davis, 1942; Whipple, 1925). Most recently, the National Reading Panel (2000) concluded that comprehension development cannot be understood without a critical examination of the role played by vocabulary knowledge. Given that students’ success in school and beyond depends in great

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measure upon their ability to read with comprehension, there is urgency to providing instruction that equips students with the skills and strategies necessary for lifelong vocabulary development.

The young learners need to get English vocabulary from early ages. Because of their first time of getting English lesson, teacher must be patient in presenting vocabulary to them. To make the students becomes easier in learning English vocabulary it is better to give them new vocabulary less than ten. : “as few as eight to twelve new item maybe appropriate (eight for elementary, twelve for advanced) per sixty minutes lesson for truly productive learning to take place” (McCharty, 1990: 117). While Brewster, Ellis and Girand, (1992:90) say that “It is wise not to introduce more than ten.” Research has shown that words are often remembered in groups which have something in common.

According to the opinions above, it is important to introduce the young learner about language vocabulary earlier. And to make it successful, it is important to list the words in one group that have something in common, such as groups of foods, drinks, animals, day and others. The arrangement of a few word into one group make the students easier to remember the vocabulary with the meaning.
Carter and McCharty (1988:64) say that “As a teacher we have to make students comprehend the vocabulary. First task is helping students to understand the meaning of the unfamiliar words. The second task in teaching comprehension is helping students remember the word.” That statement suggests that in teaching vocabulary to the young learners, the teacher must give the meaning of the words at first, and then encourage the students to remember the words.

C. Method of Language Teaching

In language teaching, method is very important to support its success. The method has an important role in order to make the students understand in studying something. So, the teachers need to choose the appropriate method for their students.

Method of teaching is the way of teaching some material matters appropriate with the condition of the students in order to make the students easier in learning some material.

According to (Brown, 1994:51) in his book entitled *Teaching by Principles*:

“Method is a generalized set of a classroom specification for accomplishing linguistic objectives. Methods tend to be primarily concerned with the teacher and students role and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audience in a variety of context”
According to Diane Larsen – Freeman (1986), in her book Technique and Principles in Language Teaching, here are some kinds of language teaching methodology:

1. Grammar Translation Method, the features are as follows:
   - An important goal is for the students to be able to translate each language into the other.
   - Ability to communicate in the target language is not a goal of foreign language instruction.
   - The primarily skills to be developed are reading and writing.
   - The student’s mother tongue is the medium of instruction.

2. Direct Method, the features are as follows:
   - Reading in target language should be taught from the beginning.
   - The native language should not be used in the classroom.
   - The purpose of language learning is communication.
   - Grammar should be taught inductively.

3. Audio – Lingual Method, the features are as follows:
   - The purpose of language learning is to learn how to use language to communicate.
   - Target language is the medium of instruction.
   - The major objective of language teaching should be for students to acquire the structural patterns students will learn vocabulary afterward.
4. Communicative approach, the features are follows

- Language is used in real context.
- The target language is a vehicle for classroom communication.
- Communicative competence is the method’s goal.

From the explanation above, the most suitable method for 3rd grade students in elementary school is Grammar Translation Method.

D. Technique of Teaching Vocabulary

Teaching English vocabulary to young learners is different from teaching adult people. Young learners or children are easy to feel bored with English lessons because they think it was very difficult for them to learn. For their uninterested feelings, they often make noisy voices, not pay attention, make a movement, and play their own interesting things. It is like a challenging thing for the teacher of young learners, so they must understand about the ways in introducing some new English words so that the students are more interested in learning English and can understand the teacher's explanation.

Brewster, Ellis, and Girand (1992:89) say that “Visual support is very important to help convey meaning to help pupils memorize new words.” As we know that students of 3rd grade of elementary school still understand concrete words such as name of numbers, foods, drinks, animals, days, and others. To make the students...
interested, understand and memorize the words easily, it is better to present vocabulary accompanied by the pictures.

According to Doff (1988: 126) from his book Teach English “Presenting new vocabulary involves showing the form of the word (how is pronounced and spelt), showing the meaning of the word clearly, giving students a chance to hear how the word is used.”

“However, do not write the word on the board until you have practiced its pronunciation first.” Brewster, Ellis, and Girand (1992: 90)

There are four steps in presentation vocabulary procedure according to Cross (1992: 11 - 12):

1. Sound and the meaning
   Say the new word two or three times, pronouncing it clearly, indicate the meaning of the same time.

2. Repetition
   Get the class to repeat the new word a few times. Check the pronunciation carefully.

3. Written form
   Write the word on the blackboard and have the class read aloud, choose two or three individuals to say it, and then get a chorus repetition so that everyone
in the class has the opportunity to associate the written form with the pronunciation.

4. Illustrative sentence

Put a short illustrative sentence on the board so that the meaning will be clear to anyone reading the notes afterwards.

Here are some techniques for teaching new words:

- Say the word clearly and write it on the board.
- Get the class to repeat the word in chorus.
- Translate the word into the students' own language.
- Ask the students to translate the word.
- Draw a picture to show what the word means.
- Give an English example to show how the word is used.
- Ask questions using the new word (Doff, 98: 11)

There are many teaching techniques for teaching the students. As a good teacher we need concern about it and then choose the appropriate technique, so that the students become easier in learning English.
CHAPTER III

DISCUSSION

A. Description of SD Randusari

SDN Randusari is located in Randusari, Teras Boyolali. This school has 11 rooms; there are six classes, one office, one library, one canteen, and two toilets. SDN Randusari located near the big road of Solo - Semarang road. It is not a conducive place to study because it is too noisy. That condition makes the teachers need to speak loudly in the process of teaching.

English is an important language for entering the globalization era. Indonesian starts learning English earlier in primary school. English is a foreign language especially for students in elementary school. SD Randusari tries to teach English to the students. English is given to the 1st grade up to 6th grade students. They start learning English for the first time, so it becomes something new in their study. English lesson in the elementary school is just for an introduction, so that they are ready to get English in their next level which is more complex and difficult. In elementary school the 3rd grade students usually begin to learn complex English material. In introducing English to the 3rd grade elementary school, vocabulary is the most important thing to be learned.
This job training is focused in teaching the 3rd grade students. This is a big class. It consists of 30 students. They are about 7-9 years old. Learning English is their 3rd time, make them learn it seriously. Besides, their English mark is writing down on their report book in each semester. So, they need to learn English seriously as well as they study others lesson.

Although the 3rd grade students of elementary school learn English for the 3rd time, they still find many difficulties in learning English especially writing and reading English properly. For that condition, English teachers have to find out the solution to make their students understand the English material easily. In that case, the teachers need to use appropriate methods in the process of teaching and learning English.

Besides, the teachers need an extra patient in teaching their students. They need to teach their students slowly and clearly until the student understand about the English material. After they understand the English material, the teachers need to explore their students’ skill in learning English.

B. The Material and Method used in The Process of Teaching and Learning English

a. The Material

In teaching learning activity to the students of 3rd grade elementary school, the teacher gave them simple English such as English numbers, foods, drinks, animals,
days, and others. The purpose of the simple English introduction is to make them ready to study English in higher level.

The teacher used a book that is provided by the school as the handbook to teach the 3rd grade elementary school of SD Randusari, Teras, Boyolali. The book is entitled *Bahasa Inggris III*, it is published by CV Karya Baru Mandiri. This book consists of five themes; Telling Time, Things in the Bathroom, Food and Drink, Things in the Kitchen, and Things in the Bedroom. Each theme consists of 2 unit activities; the material and exercise. The exercise in each theme is to measure student’s English skill after the teachers explain the material. *Bahasa Inggris III* provides two review tasks and one prediction test, so this book is good enough for the students. This book is completed by pictures to make the students interested in studying English so that they will understand the material easier. It also helps the students in guessing the meaning of the words by the pictures.

b. The Method

The teacher chose The Grammar Translation Method in teaching English vocabulary to the 3rd grade student of elementary school, because the classification of this method (An important goal is for the students to be able to translate each language into the other, ability to communicate in the target language is not a goal of foreign language instruction, the primarily skills to be developed are reading and writing, the student’s mother tongue is the medium of instruction) is appropriate with this primary level.
The Grammar Translation method was used because in this method the
mother tongue (Javanese or Indonesian language) was used in the communication.
Although, the communication in the class using the mother tongue, teachers still used
simple English instruction such as “quiet, silent, stand up, read, repeat, etc” to
improve students’ English skills.

In the teaching vocabulary process, the teacher needed to think the strategy
used for their student. For the 3rd grade elementary school, the vocabulary were also
grouped or listed into particular term such as group of foods, group of drinks, group
of fruits and others. This makes the students easier to remember the material well.

The teacher explained the material according to the theme in the handbook.
The function of this explanation is to reach students’ skill in listening, speaking,
reading, and writing. After the students got the material explanation from the teacher,
the student would do the exercise to measure students’ skills in understanding English
material. By doing this exercise, the teacher knew the students’ ability in learning
English. Besides it measured the successful in teaching English.

C. The Activity during the Job training in SDN Randusari

1. Class observation

In choosing an appropriate method in teaching and learning English, an
observation in the class is needed by the teacher that is used as basic information to
teach the students during the job training. The teacher analyzed the effectiveness of
SDN Randusari English teacher in teaching English lesson.

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The English teacher of SDN Randusari is not a primary teacher. She is graduated from Economic. She has skill in English lesson, but from the teacher observation the English teacher hasn’t the ability to teach English well. This makes the students’ uninterested with English lesson. From that condition, the teacher needed to think an appropriate method to teach the students with interesting way in explaining the material and easy to be understand by the students.

Besides, the English teacher only used the handbook. She didn’t use the other resource books. The teacher used Indonesian language in the process of teaching. The purposes of explaining English lesson with Indonesian is to make the students understanding the material easier. But, the writer thought that explaining English lesson with full Indonesia language is not good for the students. So, it was better to use English and Indonesian language in teaching learning activity. This is because, by listening the English words in the process of learning, they will be able to practice English. Besides, the teacher could help the students to understand the meaning of that English word by giving supporting gesture and mime. For example, we asked the students to “raise your hand” we gave them an example with our gesture and the students will imitate it. So it is clear that the teacher need to practice simple English language during the teaching and learning activity to improve the students’ skills in studying English lesson.

The teacher found good habit given by the English teacher to the students. In the beginning and closing of meeting, the teacher always gave greeting in English.
language to the students, and the students answered in English. It becomes good habit for them.

2. Making Lesson Plan

Lesson plan is an important part in teaching and learning activity. The teacher used a lesson plan which was suitable with the hand book used. During the job training the teacher made lesson plan before teaching and learning process. It is like guidance for the teacher to organize the materials explanation which is given to the students. Besides, lesson plan has benefit to make the teacher easy when preparing the material.

A lesson plan consists of several steps:

1. BKOF (Building Knowledge of Field)

In the BKOF, there are several step contains; greeting, reviewing last material and introducing new material which will be taught to the students.

2. Modeling

This part contains main activities in teaching and learning. In modeling the teacher give an explanation suitable with hand book used. Besides, she gives pictures along with the name that are still suitable the theme material of hand book used. The teacher ask the student to repeat the word that she said.

3. Joint Construction of text

The activity in joint construction of text is to develop students’ ability to construct text. Besides, the students practiced to solve the difficulty in doing the task in group. But the teacher still guided the students to do the task.
4. Independent Construction of Text

In this part the teacher gave the students a task. It was called an individual task. The students did the task individually. The teacher was not guided them to do the task. So, it was like examination of the material learned.

5. Closing

Closing is the last part of lesson plan. In the closing part, there are some activities; summarizing and giving the students homework for practicing English at home.

6. The assessment

In this section, the teacher gave an assessment to the students as a test. This test purposed to check the students’ skills in accepting the English material.

3. The Applying of Lesson Plan to The 3rd Grade Students of SDN Randusari

The teacher chose 3rd grade students to be observed because they had the many meetings during the job training. Besides, in the 3rd grade level, the English mark is begin to write in the report book. It means that English is one of important lessons.

The process of English teaching and learning for 3rd grade students of SDN Randusari Boyolali was done on every Saturday at 10.00 am until 11.15 am. The process of teaching and learning activity can be classified into several sections;
opening, main activity (modeling), join construction text, independent construction text, closing and the assessment.

1) Opening (BKOF)

The teacher gave some greeting to the students as the sign that the English class was begin.

The applying of greetings is:

- The teacher: “Good morning students”
- Students: “Good morning teacher”
- The teacher: ”How are you today?”
- Students: “I’m fine thank you, and you?”
- The teacher: “I’m fine too thank you”

After giving some greetings, the teacher checked the attendance of the students and then reviewed the last material such as:

- The teacher: “Do you remember the last material?”
  “Apakah ada yang ingat materi terakhir yang kita pelajari kemarin?”
- The students: “Yes”
- The teacher: “What is that?”
- The Students: “Things in the Bathroom”
- The teacher: “Okey, mention the things in the bathroom!”
The students: “shower, towel, soap, shampoo, toothbrush….”

The teacher: “Do you have any homework?”

The students: “Yes miss.”

The teacher and the students checked the homework by discussing it together.

The next step was the teacher introduced new material to the students. In this step the teacher asked the students some questions or clues as a brainstorming or ice breaking to the students before the teacher explained the material.

The teacher: “What is your favorite food?”

“Apa saja makanan kesukaan kalian?”

Students: “Mie goreng, ayam goreng, bakso, sate, …”

The teacher: ”How about your favorite drink?”

“Apa saja minuman kesukaan kalian?”

Students: “es teh, susu, air putih, soda,……”

The teacher: “Ok, today we will learn about foods and drinks”.

“Hari ini kita akan belajar tentang makanan dan minuman”

After giving the students a brainstorming, the teacher is ready to explain the material.

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2) **Modeling (main activity)**

The most important part of teaching and learning activity is in the main activity. The teacher used some techniques that are enjoyable and interesting in teaching and learning process. It was used to reach the goal of teaching or lesson plan. In this part, there are two activities; giving explanation and practicing.

- **Giving explanation**

  The teacher gave the students an explanation from hand book used. After that, the teacher gave more explanation to make the students understand more the materials. The techniques that were used by the teacher in giving explanation were:

  1. **Using hand book**

     To introduce the material, the teacher used handbook first. The use of the handbook was to introduce material purpose to make the students easier in understanding the material, because every student can read it from handbook which they had.

     Besides, the students would have a picture of the material from their hand book. So, it made them ready to study English in school by learning the material at home.

     The teacher asked the students to look at the material in the hand book. Then the teacher asked the students to repeat the word that she said based on the picture in the handbook one by one. The teacher read the English word of **commit to user**
foods and drinks picture in the hand book with the meaning. After that the students repeat it together on three times to ensure the students pronounced it clearly and correctly. The teacher also explained about how to ask and answer about food and drink.

After pronouncing the word together, the teacher checked the students’ pronunciation of foods and drinks theme. Every student has to read one by one and the other students correct it together.

2. Using picture

Pictures give many advantages in the teaching and learning process. It makes the students in understanding the material easier. Besides, pictures make the students more interesting in studying English. Pictures help the students and teacher in the process of teaching and learning English.

The teacher showed the pictures of “foods and drinks” on the blackboard one by one. She asked the students to guess the picture then the students had to write down on their note book in Indonesian and English version. In the Food and Drink pictures, the teacher also wrote the word in Indonesian and the uncompleted word in English which is purposed as the warming task to the students.

After the student finished their activity of writing the word on their note book, the teacher asked several students as volunteer to complete the blank word on the black board and checked it one by one together. To measure the students’ pronunciations skill development, the teacher read the English word
by spelling alphabet first and the complete word after, then the students repeated it. It was done two times, so the students could pronounce it correctly.

- Practicing

There were four skill comprehensions in practicing section;

1. Speaking

The teacher read a dialogue with theme “Foods and Drinks” from hand book. And the teacher asked to the students to repeat it together. It was done 3 times.

Ike  : Do you like burger?
Kikan  : No, I don’t.
Ike  : What do you like?
Kikan  : I like fried chicken.
Ike  : Are you thirsty?
Kikan  : Yes, I am.
Ike  : What do you want to drink?
Kiken  : I want to drink iced tea
Ike  : I will make it for you.
Kikan  : Thank you.

After practicing dialogue together, the teacher orders the student to make a group which consists of two people. Then the students practice dialogue with their partner. Finished practicing dialogue with their partner for
5 minutes, the teacher asked them to go to in front of the class and practiced it by reading loudly.

2. Writing

In writing comprehension, the students copied what the teacher wrote on the blackboard. For example, the teacher wrote the word of “Foods and Drinks” on the blackboard then the students wrote it on their note book.

After writing a note in their book, the teacher asked the student to complete the jumbled letter of “Foods and Drinks” on the blackboard based on the pictures. For example:

B _ _ _ _ R   B _ _ D   M _ _

The other writing comprehension which was given to the students was completing the dialogue based on example. In this section the students did the task individually. The examples of “completing dialogue task”;

X: What do you want to eat?

Y: I want to eat .............

Meat balls

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3. **Listening**

In the listening section, the teacher used “Listen and Repeat” method. It made the students easier in pronouncing the words of English by repeating...
their teacher. The teacher asked the students to repeat what the teacher said. For example;

The teacher : “Meat balls”

The students : “Meat balls”

The teacher also read a text which was listened by the students.

The text was taken from hand book used. The text is;

This is Bono.
He is my friend.
His hobby is eating.
That is why he is so fat.
He has meal four times a day.
His favorite foods are doughnut, fried chicken, and meat ball.
He also likes ice cream.
He can eat three cones of ice cream at once.

4. Reading

The teacher asked the students to read the text which was read by teacher before. At the first time the students read it together, and then they had to read it by the students loudly. And the teacher check the students’ pronunciation by asking them to read loudly one by one.
After reading the text, the students had to do the task, "State True or False”;

1. The boy is Bonar. (…)  
2. He is the teacher’s friend (…)  
3. His hobby is eating. (…)  
4. He has meals twice a day (…)  
5. Bono like an ice cream (…)  

3) **Join Construction Text**

The teacher gave the task in group to the students and she still guided the students to do this task.

4) **Independent Construction Text**

The teacher gave the students an individual task as an examination of the material learned.

5) **Closing**

In this section, the teacher did some activities. The teacher asked some questions to the students about the difficulty in studying the material. It is like reviewing the material to the students. After that, the teacher gave some tasks as homework to the students as a practice for them at home. Then the teacher asked to the students to close the class by praying together and ending the class by saying, “See you” and the students replied by saying “see you”.

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6) The assessment

After the teacher explained the material, she made a test to the students based on the material. The test consist two kinds of task, multiple choice and essay. The purpose of this test was to measure the students’ ability in accepting the teacher explanation of English lesson.

D. The Problems in Teaching Vocabulary to The 3\textsuperscript{rd} Grade Students of SDN Randusari

There are some problems faced by the teacher during the job training in SDN Randusari, they are:

1) The class management

Class management is an important thing in teaching and learning activity. It is handled by the teacher to control the class condition and the students. In class management, the teacher found a difficulty to control the students. The students of elementary school still like playing such as making noisy voice, disturbing their friend, running in the class and others. These conditions made the students unable to accept the material well. It influenced the process in teaching and learning activity of English vocabulary in the 3\textsuperscript{rd} grade students of SDN Randusari, Teras, Boyolali.

To solve this problem the teacher used trick to make the students interest and paid attention to the teacher during the process of giving explanation English material. For the first trick, the teacher asked the students to say what she said. When the teacher said “Quiet please!” the students were
order to replay “Okay miss”. This trick made the teacher easier to control the noisy and crow class. When the teacher said it, the students answered the words that were exampled by the teacher.

2) The students difficulty in learning English

As we know that English is not the mother tongue of elementary students. So, it is difficult to learn this language. The teacher is demanded to make some interesting ways to explain the material. Besides, not all students can accept the English material fast. Sometimes, several students have a difficulty in studying, so, the teacher needs to think “How to make all of her students accept the material well”. In solving this problem, the teacher always checked her students’ ability to accept the material by giving them question about the material. Although, the teacher gave her students an individual test. After the exercises were checked together, the most difficult question would be explained again by the teacher. This was a possibility to make all of students understand the material.

3) The handbook used

SDN Randusari is an ordinary elementary school. The most students’ parents’ job are farmer in a bad economic condition. So, not all of the students can buy some expensive books or dictionary to support their study activity especially in English lesson. This elementary school used LKS (Lembar Kerja Siswa) as a handbook. This was not enough for resource book in English teaching and learning activity. In solving this problem the teacher looked for
the other resource book which were appropriate with the theme of the material in LKS. Besides, the teacher copied some important information from other resources.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter III the teacher can draw a number of conclusions for this final project. The conclusions are:

1. The activities during job training

   a. Class observation

      Before the teacher did the job training “teaching”, she did an observation in the class to get a good way in teaching the students. The teacher observed the English teacher of this elementary school. The teacher analyzed the weaknesses and preferable method used in teaching and learning process by the English teacher. Then the teacher decided to use an appropriate method to teach her students. The method used by the teacher was simple English instructions to develop the students’ skill.

   b. Making lesson plan

      The teacher made a lesson plan before teaching and learning activity began. Lesson plan helped the teacher to organize teaching and learning activity during job training.
2. The process of teaching vocabulary for the 3rd grade elementary school of SDN Randusari, Teras, Boyolali.

   a. Opening (BKOF)

   The teacher began the meeting by giving the students some greeting, reviewing last material, checking the attendance, and checking the homework which was given in last meeting.

   b. Main activity (Modeling)

   The main activity contains two activities:

   - Giving explanation

     The techniques of giving explanation were:

     a. Using handbook and other resource

     b. Using pictures

   - Practicing

     Major skills in practicing the material were:

     a. Speaking

     Some activities which had done by the students in speaking section were
- Listening and repeating the English word and dialogue.

- Practicing the dialogue in group.

b. Writing

In writing, students did three activities are:

- Copying English word
- Filling jumbled letter
- Completing the dialogue

c. Listening

In listening section, the teacher used “listen and repeat” method.

d. Reading

The teacher asked the students to read a short text which was read before by the teacher.

c. Joint Construction of Text

The teacher gave task in group to the students and she still guided the students to do this task.
d. Independent Construction of Text

The teacher gave the students an individual task as an examination of the material learned.

e. Closing

The teacher did some activities in closing section:
- Asking about the material which was learned and question about the students’ difficulties.
- Reviewing the material
- Giving some homework
- Praying together
- Closing the class by saying “see you”

f. The assessment

The teacher gave an assessment to the students as a test, to check the students’ skills in accepting the English material.

3. The Problems in Teaching Vocabulary to The 3rd Grade Students of SDN Randusari

- The class management

In class management, the teacher found a difficulty to controll the students. This is because, the students of elementary school was a kid who still like playing something they like to do. These conditions made the
students unable to accept the material well. It influences the process in teaching and learning activity of English vocabulary in the 3rd grade students of SDN Randusari, Teras, Boyolali.

To solve this problem, the teacher used a trick to make the students interesting and paying the teacher during the explanation of English material.

- The students difficulty in learning English

   English is not the mother tongue of elementary students. So, it is difficult to learn this language. All students can’t accept the English material fast. In solving this problem, the teacher always checked her students’ ability to accept the material by giving them question about the material, although, the teacher gave her students an individual test.

- The handbook used

   Most students’ parents’ job are farmer in a bad economic. So, not all of the students can buy some expensive books or dictionary to support their study activity especially in English lesson. In this elementary school LKS (Lembar Kerja Siswa) used as a handbook. This was not enough for resource material in English teaching and learning activity. In solving this problem the teacher used other resource book which were appropriate with the theme of the material in LKS. Besides, the teacher copied some important information from other resources.
B. Suggestion

The teacher also gives suggestion for English teacher and the students of SDN Randusari, Teras, Boyolali.

1. The English teacher of SDN Randusari, Teras, Boyolali

For English teacher, an interesting English material is a must for the students. And, innovation of teaching and learning method will make the students more interested in learning English.

2. The students of SDN Randusari, Teras, Boyolali

Studying English should be made fun, relax and seriousness. Attention to the teacher’s said should be keep learning English.