

**THE PROCESS OF TEACHING VOCABULARY
TO THE 5TH GRADE STUDENTS OF SDN 2
SISWODIPURAN 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

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**ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA**

2010

APPROVAL OF CONSULTANT

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

Final Project Report:

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Sebelas Maret University

Report title : THE PROCESS OF TEACHING VOCABULARY
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SISWODIPURAN BOYOLALI
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MOTTO

♥ Don't say you can't before you try ♥

DEDICATION

I dedicate this final project report to:

- ♣ The Almighty Allah SWT**
- ♣ My beloved parents**
- ♣ My sister and my brother**
- ♣ Me my self and I**
- ♣ All of my friends**

ACKNOWLEDGEMENT

This final project report cannot be finished well without the helps from many parties. All the praise and thanks are to Allah SWT for blessing during the process of writing this final project report. Without Allah's blessing I can do nothing. In this opportunity, I would like to extend my sincere gratitude to:

1. Drs. Sudarno, M.A. the dean of Faculty of Letters and Fine Arts, Sebelas Maret University.
2. Yusuf Kurniawan, S.S., M.A. the Head of English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.
3. Drs. S. Budi Waskito, M.Pd. as my supervisor, thank you for the time, guidance and advice during the process of writing this final project report.
4. All lecturers of English Diploma Program thank you for the guidance.
5. Tri Basuki Handayani, S.Pd. the headmistress of SDN 2 Siswodipuran Boyolali, thank you for giving me an opportunity to have job training in SDN 2 Siswodipuran Boyolali. Thanks for the guidance during the process of the job training.
6. All teachers of SDN 2 Siswodipuran Boyolali, thank you for the help during the process of job training.
7. My beloved parents. Thank you for the pray, love, and the big support. Without your support, I cannot finish this final project report well. For my mother, thanks for checking my grammar, it helps me so much.

8. My beloved sister and brother, thanks for the support. You are my spirit to finish this final project report. I want to be a good example for you by finishing my final project report on time.
9. Thanks to all my friends in English Diploma Program, thanks for being my best friend.
10. Thanks to all of my friends in "Pondok Baru 3"(Indah, mbak Kaka, Pepi, Tatik, Atun, Wilis, Mike, Emo and Irim). Thanks for a big support to finish this final project report, thanks for accompanying me along the time. Thanks for a very nice relationship. I love you all.
11. Thanks to my beloved friends, Ester, Asil, Epil, Tintun, Indah, Ery and Basir. Thanks for the support; I hope you will get the best in everything. Amin.
12. To my guardian angel who always be a hero for me. Thanks for your support and love. Thanks for being my inspiration. You coloring my live, without you I cannot be the best.

Finally, I still need comments and suggestions from the readers as good inputs. Hopefully, thus final project report will be useful for the readers.

Surakarta, June, 2010

Fitriyana Diah Kurniawati

PREFACE

The title of this final project report is “Teaching Vocabulary to The 5th Grade Students of SDN 2 Siswodipuran Boyolali.” This final project report explains the process of teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran Boyolali and the problems faced by the writer and the solutions to solve the problems. In collecting the data, the writer did the job training in SDN 2 Siswodipuran Boyolali.

The writer prefers to choose vocabulary to be observed in the final project report because vocabulary is the based thing in learning English so that it is very important. Hopefully the writer will get many good experiences by writing this final project report which is very useful for the writer later. 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 useful for the reader especially for people who have interest in studying English.

The writer

Fitriyana Diah Kurniawati

ABSTRACT

Fitriyana Diah Kurniawati. 2010. Teaching Vocabulary to The 5th Grade Students of SDN 2 Siswodipuran Boyolali. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report was made based on the job training in SDN 2 Siswodipuran Boyolali which was done by the writer. This final project report is written to describe the process of teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran, to find out the problems in the process of teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran and to give the solutions and inputs for the problems in the process of teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran. In the process of job training, the writer observed the process of teaching and learning English in this Elementary school. The writer also analyzed the method that was used by the English teacher and the effectiveness of teaching English lesson in this school.

The writer did some activities during the process of teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran Boyolali. The process can be classified in to four parts, opening, main activity, closing and giving a test. In the main activity, there were two sections, giving explanation and practicing. In giving explanation, the writer used some techniques to make the process of teaching and learning enjoyable and easy to be understood by the students. The techniques were using the real objects, using toys, using pictures and flash cards, guessing something and playing games. In practicing, there were four skill comprehensions, speaking, writing, listening and reading skill.

In this final project report, the writer also explains the problems faced by the writer during the process of teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran Boyolali. The problems were the class management, the students who were easy to get bored, the students who found some difficulties in pronouncing and writing the English words, and the restrictiveness of handbook. In solving the problem in the class management, the writer used a simple trick to shift the students' attention back to the lesson. For the students who were easy to get bored, the writer also used a simple trick by using paper colored coins. To solve the problem in pronouncing and writing the English words, the writer asked the students to repeat the correct pronunciations until they could do them well. The writer also always wrote the material in the blackboard and asked the students to write it in their books. In solving the problem in restrictiveness of handbook, the writer used other references books.

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CHAPTER I

INTRODUCTION

A. Background

English is an international language. It is very important for every body. Studying English is necessary in this globalization era. Moreover, it is a must for them. By studying English, they are able to compete with other people.

Because of this reason, English is given not only for adult but also for children. People get many benefits by studying English early; for example, they are ready to get the next level of studying English, which are more difficult than before. SDN 2 Siswodipuran Boyolali tries to apply it. This Elementary school introduces English to the students. English is given to the 4th grade up to 6th grade students. The students of this elementary school are prepared to face the globalization era in which English is the main part of it. Surely, it is not easy for the students to accept English in their study, because English becomes something new for them. English also becomes the first foreign language that they hear. Because of that, giving English for Elementary students have to be organized well. It must be given in its proportion.

Vocabulary is an important thing in learning English. It is as a based thing for it. Learning vocabulary helps the students to understand English, which is as a new language for them. For elementary students, learning vocabulary means that they have to understand the meaning of words. Moreover there are many activities in learning English such as making a sentence, answering the question, making a

dialogue, etc. It cannot be done without learning vocabulary before. Certainly, they will find difficulties in learning English.

The writer focuses the research in teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran Boyolali, because learning vocabulary is an important thing for elementary students. It is as a basic for the beginners. To make the process of teaching vocabulary easier to be understood, the writer uses some interesting methods in teaching such as playing a game, singing a song and using the real object.

Based on the background above, the writer presents a discussion and report entitled **“The Process of Teaching Vocabulary to The 5th Grade Students of SDN 2 Siswodipuran Boyolali”**

B. Objectives

The objectives of this final project are

1. To describe the process of teaching vocabulary to the 5th grade students of SDN2 Siswodipuran Boyolali.
2. To find out the problems in the process of teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran Boyolali.
3. To give the solutions and inputs for the problems in the process of teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran Boyolali.

C. Benefits

The writer hopes that this final project will give advantages to:

1. The institution

The writer hopes this final project will be an input for SDN 2 Siswodipuran Boyolali to improve the quality of this school. In addition, the students will get the best learning process.

2. English teacher

Hopefully, this final project is useful for English teachers especially for English teachers of Elementary schools. The writer hopes it will be an additional reference in teaching vocabulary in Elementary schools.

3. The reader

Hopefully, this final project will give the reader a description about the process of teaching vocabulary in Elementary school.

CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning

Teaching and learning are the two important things that cannot be separated. Tony Wright says in his book *Roles of teachers and learners*, “Teaching and learning are essentially social activities; it implies role relationships of teacher and learner. These relationships are established, maintained, and evaluated through communication.”

Teaching becomes the most important part in learning process. Brown says, “Teaching is the process of guiding, facilitating, enabling and setting condition for the learners.” Teaching contains many activities. In the book *The Teaching of Learning Strategies for Thinking Classroom* Weinstein and Mayer say, “Good teaching includes teaching students how to learn, remember, think, and motivate themselves.” A teacher must be able to be a good teacher. The characteristics of a good teacher are:

- A good teacher has an ability to share the love of the subject with students
- A good teacher has an ability to make the material being taught stimulating and interesting
- A good teacher has a facility for engaging with students at their level of understanding
- A good teacher has a capacity to explain the material plainly
- A good teacher has a commitment to make the material absolutely clear what has to be understood at what level and why

- A good teacher has to show concern and respect for students
- A good teacher has a commitment to encouraging independence
- A good teacher has an ability to improvise and adapt to new demands
- A good teacher uses teaching methods and academic tasks that require students to learn actively, responsibly and co-operatively
- A good teacher has a valid assessment methods
- A good teacher focuses on key concepts, and students misunderstandings of them, rather than covering the ground
- A good teacher has the highest quality feedback on student work
- A good teacher has a desire to learn from students and other sources about the effects of teaching and how it can be improved.

(Ramsden, 2003:34)

A teacher should have all requirements above in order to become a good teacher. Surely, it is not easy. A teacher is someone who controls all activities done by him self and the students. A teacher is an important factor to determine a successful learning.

A good teacher should have a lot of knowledge that will be preached to the students. According to Barner, “A teacher is as guider and resources...” (Barner in Christopher Brumfit, 1945, 76). It is very important to have an ability to organize the material well. Besides, a teacher has to deliver the material with an interesting method so that the students can accept the material easily. A teacher must be active to think about the method that will help the students to understand

the material easily. The material should be suitable and given by its proportion. It needs a good skill to do it. Garvie says, “The skills used in teaching at this level are very different from those needed elsewhere in the education system, we need to emphasize the role of the story” (Garvie, 1989:91).

Meanwhile, learning is the activity done by the students. “Learning is commonly defined as a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and worldviews.”(Illeris and Ormorod, , in Christopher Brumfit, 1945, 81). This statement means that learning is some processes that are done by students to understand about something. Learning covers all kind of processes to be skilled and experienced. Ramsden says, “Learning as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge”. (Quoted in Ramsden 1992: 26). There are some processes in learning. “Learning is acquiring new knowledge, behaviors, skills, values, preferences or understanding, and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves.” (en.wikipedia.org/wiki/Learning, 22 april 2010 20.05 pm). From explanations above, we can conclude that learning is a process in understanding the knowledge.

Learning is very important for the students. This process gives a big influence for the students. A success studying is determined by learning well.

There are some characteristics of a good learner:

1. Good language learners find their own way and take charge of their learning. They determine the methods that are best for them as individual learners. They learn from others and experiment with different methods.
2. Good language learners organize their study of the language, and they organize information about the language they study.
3. Good language learners are creative. They understand that language is creative. They observe the language and play the grammar, words, and sounds.
4. Good language learners make their own opportunities to practice the language inside and outside of the classroom.
5. Good language learners learn to live with uncertainty by focusing on the meaning of what they can understand, by not getting flustered, and by continuing to talk or listen without necessarily understanding every word.
6. Good language learners use mnemonics and other memory strategies to recall what they are learning.
7. Good language learners use linguistic knowledge, including knowledge of their first language, in learning a second language.

8. Good language learners use contextual clues to aid their comprehension of the language. They maximize use of all potential contexts around the language attended to for enhancing comprehension.
9. Good language learners learn to make intelligent guesses.
10. Good language learners learn chunks of language as wholes and formalized routines to help them perform beyond their competence. For example, they may learn idioms, proverbs, or other phrases knowing what the whole phrase means without necessarily understanding each individual part.
11. Good language learners learn certain tricks that keep conversations going.
12. Good language learners learn certain production techniques that also fill in the gaps in their own competence.
13. Good language learners learn different styles of speech or writing to learn to vary their language according to the formality of the situation.

(Jackson Hole News: 2009, 22, posted in <http://www.22local.com/2009/08/10/14-characteristics-of-a-good-language-learner>)

B. Teaching Vocabulary

Vocabulary is a basic thing in learning English. According to English dictionary.com “Vocabulary is a list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, of a whole language, a single work or author, a branch of science, or the like; a word-book.” The students will find difficulties in learning English if they do not learn about vocabulary before. Because of it, teaching vocabulary is very important. Linda Taylor said, “Vocabulary is central to language teaching and learning.” (Taylor, 1990: ix). Moreover, many things have to be given in teaching vocabulary. Several aspects of lexis need to be taken into account when teaching vocabulary.

C. Techniques in Teaching Vocabulary

In teaching vocabulary, the teacher thinks how to make the process of teaching enjoyable and easy to be understood by the student. It needs a technique in teaching vocabulary. The technique that is used by the teacher influences the process of learning. The students also have to give feed back and good responses. According to a book written by Brewster *The Primary English Teacher's guide*,

There are some techniques in teaching vocabulary:

- Using objects

Introducing a new word by showing the real objects often helps students to memorize the word through visualization. The teacher can use objects or bring the things to the classroom to help the students know the meaning of the word.

- Using Illustrations and pictures

A great deal of vocabulary can be introduced by using illustration or pictures. Visual support helps students understand the meaning and helps to the word more memorable.

- Repetition

Saying the word repeatedly, helps the students in memorizing the word, because children learn new words relatively quickly but they also forget them quickly.

- Mime, expressions and gestures

Many words can be introduced through mime, expressions and gestures. For example, when a teacher wants to introduce the name of animals. Students can learn the meaning of words by imitating the sound of an animal or the way an animal walks or eats.

- Guessing from the context

Encouraging the students to guess the meaning of words as much as possible is a good way. This will help them build their self-confidence. Students can guess words through illustration, similarity spelling or sound in the mother tongue and general knowledge.

- Practicing and checking vocabulary

Once a new word has been introduced, you have to provide opportunities for students to practice it and check that they understand it. There are varieties that can be used.

- matching words to pictures
- guessing games
- labelling

(Brewster, 2002: 90)

CHAPTER III

DISCUSSION

A. SDN 2 Siswodipuran

1. Description of SDN 2 Siswodipuran

SDN 2 Siswodipuran was built in 1370 square meters area. This school is located in Siswodipuran, Boyolali. It has a good environment. It is in a village but not far from the city so that it is not too noisy. It is a conducive condition and suitable for studying.

The building of this school is good enough; moreover, there are some classes, which have been renovated by the government. SDN 2 Siswodipuran has six classrooms, one office, one UKS, one library, one canteen, and three toilets.

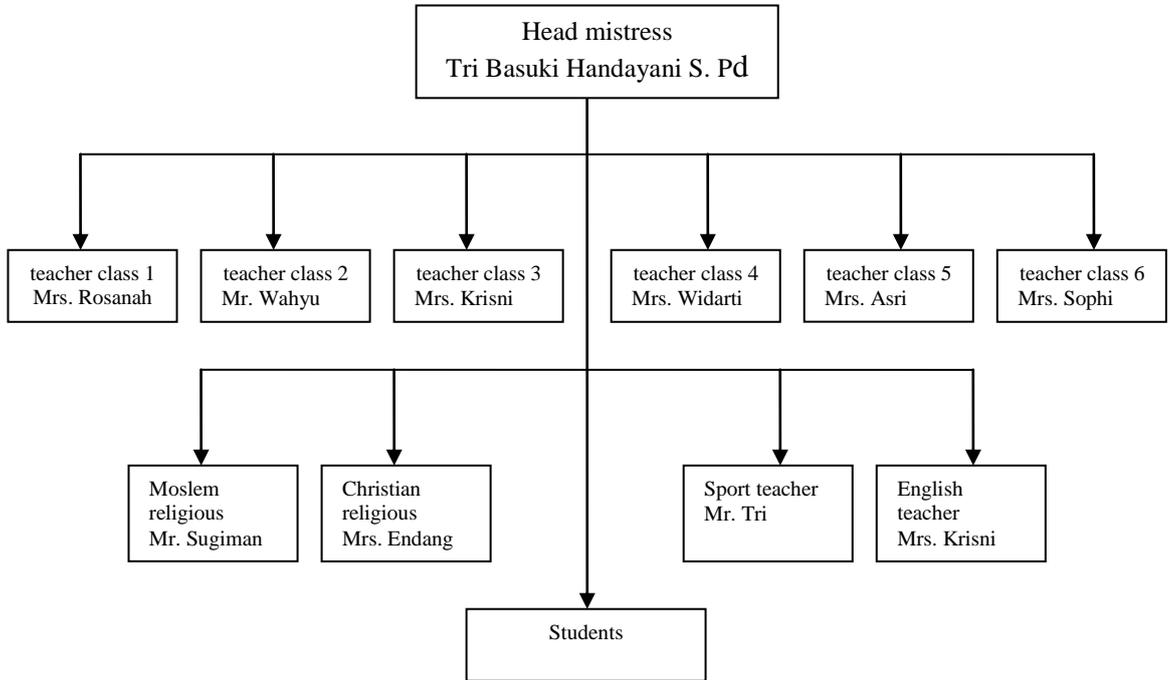
The headmistress of this school is Mrs. Tri Basuki Handayani, S.Pd. This school has six class guardians, one sport teacher, one Moslem religious teacher, and one Christian religious teacher. The biggest problem faced by this school is there is no English teacher there. The process of teaching learning English is carried out by a class teacher who has a little knowledge about English. It is very ironic because this school has no English teacher who helps the students in facing Globalization Era in which English is the main character of it. Surely, this problem gives a big influence in teaching and learning process.

English is given in the 4th grade up to 6th grade students. The curriculum used in this school is KTSP (Kurikulum Tingkat Satuan

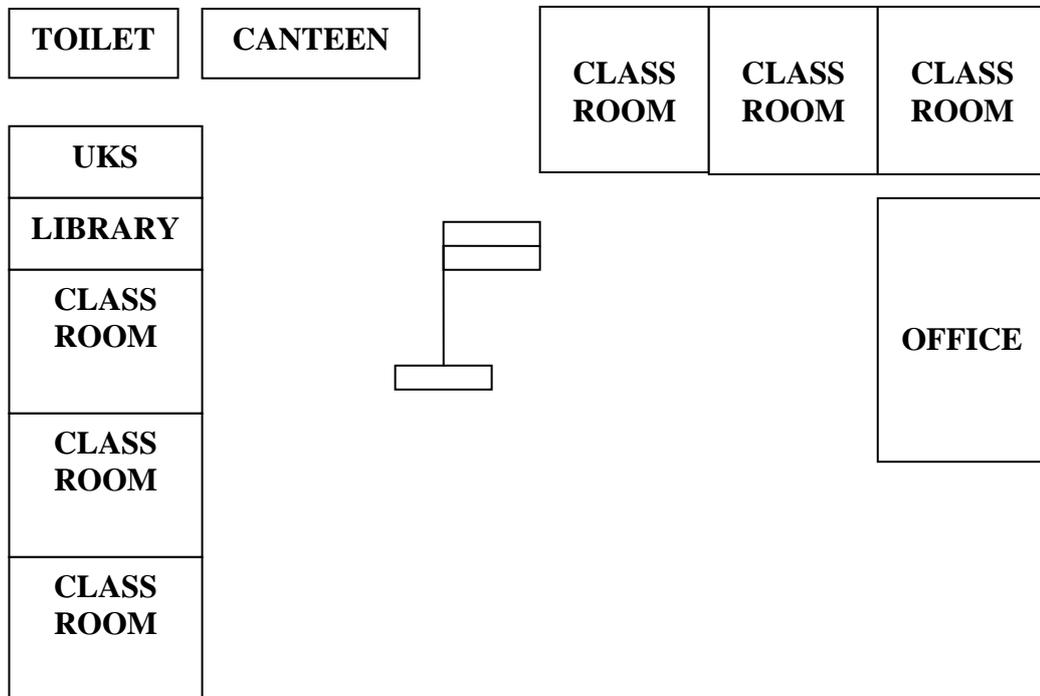
Pendidikan). This curriculum requires teachers of each lesson to be active to manage the material based on the syllabus. The method that is used by the teachers in this school is making the process of teaching and learning more interesting, enjoyable and funny. It means that the teaching process contains a little of fun so that the students won't be bored. The teachers use this method because they think that they cannot force the students to be serious during the learning process. It will make the student easy to get bored moreover get a stress. The other reason is that by using this method the students can accept the material easily.

There are some extracurricular activities in this school. They are Art activity, religious activity and scout. SDN 2 Siswodipuran has vision and mission. The vision of this Elementary school is preparing the students to be a faith, good-fearing and virtuous person. The missions of SDN 2 Siswodipuran are improving the learning activity optimally, doing active, creative and enjoyable learning process, developing the potential of the students based on their talent and ability and the last mission is implanting the students to care with another and improving the spirit of all the school community.

2. The Organization Structure of SDN 2 Siswodipuran Boyolali



3. The Sketch of SDN 2 Siswodipuran



B. The Activities during the Job Training in SDN 2 Siswodipuran

1. Class observation

In the first day of the job training, the writer did an observation in the class to observe the process of teaching and learning English. The writer also focused in the method that is used by the English teacher in teaching process. Besides, the writer analyzed the effectiveness of teaching English lesson in this school.

The main problem in teaching process was that the students were taught by a class teacher that was not from the English Department. It was caused by the lack of teachers. There is no English teacher there. Because of that reason they were taught by a class teacher. Certainly, it influenced the process of teaching English. The little thing that could be seen was that there were some mistakes in pronunciation. It gave a big problem. The students would remember a wrong thing along their study. Moreover, they would find difficulties in the previous stage in their study. As we know, English is a new language for them; it is as a basic knowledge for them. They were studying English In the first time in Elementary school. It is very important to teach well as a basic knowledge for them.

The condition in the class was communicative enough because the students were interested in English lesson. In fact, some students always asked about the difficult words. The teacher could manage the class well.

The teacher did not use English in the process of teaching because she thought that the students did not understand what she said if she used

English. It was a wrong opinion because the students had to be accustomed to practice English although it was only listening English language in the process of learning. We could help them to understand what we said by using gesture. For example when we said “raise your hand” we gave them an example how to do it and they would imitate it. Although they only listened or imitated our gesture, they will learn by it. Giving English lesson in Elementary school had to be organized well. We had to give them in its proportion for example by giving simple instruction such as “open your book on page five” or “stand up.” By practicing it in every meeting, the students would be familiar in using English as their communicative language.

In the beginning of the meeting, the teacher only said “selamat pagi/ siang.” She did not give some greetings to the students. It also happened in closing; the teacher only said, “sampai jumpa minggu depan”. It became a habit for them, they never practiced how to give or answer some greetings in English. This bad habit was planted in the student’s memory so that it was so difficult to change it.

2. Making Lesson Plan

During the job training, the writer always made a lesson plan before teaching. A lesson plan was very important because it was as a guidance for the writer to organize what would be explained to the students. Making a lesson plan before teaching helped the writer to prepare the material well so that the material that was given was appropriate with the plan.

A lesson plan consists of:

1. BKOF (Building Knowledge of Field)

This part consists of greeting, reviewing last material and introducing new material.

2. Modeling

In modeling, the writer gave pictures and text that would be explained to the students. The students had to read and analyze the picture and text. After that, the writer explained about the difficult words and the tense or grammar that would be used in the text.

3. Joint Construction of Text

In this part, the students had to work together with their friends or worked in-group. The purpose of this activity was to give the students a chance to interact and share with another students so that they would learn and be able to solve the problem by them self. The students had to do the exercise based on the text. The writer guided the students to do the task.

4. Independent Construction of Text

After working in-group, the students had to practice what they had learned individually. In this part, we still guided them.

5. Closing

The last part of the lesson plan is closing. It contained some activities, we gave homework to the students, remained about the material that the students had learnt and said thank you and good-bye.

C. Discussion

1. The Process of Teaching Vocabulary to the 5th Grade Students of SDN2 Siswodipuran Boyolali

The writer decided to choose the 5th grade students to be observed because in teaching the 5th grade students the writer only continued to give knowledge of English. We did not need to give them a basic knowledge like it was done in the 4th grade students. English lesson was given from 4th grade up to 6th grade students. The 4th grade students had English lesson for the first time, so that the teacher had to focus in giving basic knowledge for them. In SDN 2 Siswodipuran English lesson is an additional lesson because of that, it was given once a week.

English teaching learning process in the 5th grade students of SDN 2 Siswodipuran Boyolali was on Tuesday at 11.00 am until 12.20 pm. The process of teaching can be classified into three sections. They were opening, main activity and closing.

1) Opening

In the beginning of the lesson, the writer gave some greetings such as:

The writer : “Good morning students”

Students : “Good morning teacher”

The writer : “How are you today?”

Students : “I am fine thank you and you?”

The writer : “I am fine too, thank you.”

After giving some greetings, the writer checked the attendance and led the students to sing a song. Then, the writer reviewed the last material such as:

The writer : “Do you have any homework?”

Students : “No we do not”

The writer : “Ok, who still remember our last material, raise your hand please?”

Students : “Shape”

The writer : “Good. Mention many kinds of shape”

Students : “circle, square, rectangle sphere.....”

The writer : “Very good, you still remember the last material”

The next step was that the writer introduced the new material to the students by asking some questions. This was as a brainstorming or ice breaking before the writer explained the material.

The writer : “How do you go to school? Do you go to school by bicycle?”

Students : The students will answer their answer.

The writer : “Do you have transportation in your home? What is it?”

Students : “Bicycle, motorcycle, car, etc”

The writer : “Ok today we will learn about transportation.

After that, they were ready to be given the explanation about the material.

2) Main activity

In the main activity, the writer used some techniques to make the process of teaching and learning enjoyable and interesting to the students. Finally the goals of teaching process were reached. The main activity can be classified into two. They were giving explanation and practicing.

➤ Giving explanation

The techniques that were used by the writer in giving explanation were:

a) Using the real objects

Using real objects was an effective way to make the students remember about the material. The material was very interesting for the students because they could see and touch it directly. In teaching “names of fruit”, the writer used this technique. The writer asked the students to bring their favorite fruit. This fruit was submitted in front of the class.

After that, the writer showed them the fruit one by one while pronounced them. The writer also wrote them in the black board. The writer made sure that the students could pronoun them correctly by repeating them until three times.

b) Using toys

The writer also used the toys to help the students to understand the material well. When the writer taught “means of transportation”, the teacher used many kinds of transportation toys

such as cars, trucks, trains, ships, etc. The sizes of the toys were very important because if the toys were too small, the students in the back part could not see the toys well.

The writer used the other technique in teaching with toys. The writer showed the toys one by one in front of the class and the students had to imitate the sound of that means of transportation for example train....”tut tut tut”.

c) Using pictures and flash cards

Pictures were a teaching media that were very simple and gave many advantages. The writer used pictures and flash cards in teaching “names of animals”. Firstly, the writer showed the students a picture of animal while asked “what is it?”, the writer let them to answer the question by their own word. After that, the writer pronounced the correct answer. The writer also wrote it in the blackboard. The students had to repeat it until they could pronounce it well.

After they could pronoun the names of animals correctly, the writer used the flash card to check whether the students could write them well or not. The flashcards were opened and prepared in front of the class. The writer invited the students who would come in front of the class. The students had to choose one of the opened flash cards and then wrote it in the black board.

d) Guessing something

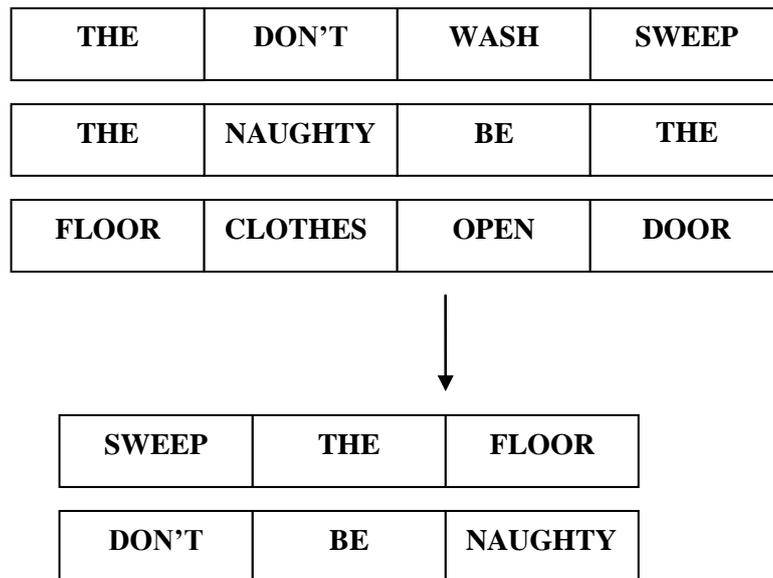
Guessing technique could be used to check the understanding of the material. The writer practiced it when teaching animals. This technique was very easy and interesting, the writer only mentioned the characteristics of the animals and the students had to guess them. The writer could help the students to give the description of the animals by using gesture or mime. For example:

- This is a big animal. It has four legs. It has a long trunk. What is it? (Elephant)
- It is a tall animal. It lives in the jungle. It has long neck. What is it? (Giraffe)
- It is a tame animal. Mother likes cook it. It is delicious. The sound is kok kok kok. What is it? (Hen)

e) Playing games

The writer used game techniques to make the students would not be bored after studying many things. Playing games also helped the writer to measure the achievement of the students in learning English. In teaching “order and request”, the writer used this technique.

Firstly, the writer divided the students into some groups; one group consisted of four students. The writer gave each group an envelope that contained many words. The students had to make order or request sentence by these words.



They could make the sentences as many as possible. The writer also prepared a paper for each group that was paired in the blackboard. The student had to patch the sentence that they made in that paper. The group that made the most sentences was the winner. To make the students enthusiastic in this game; the writer gave a prize for the winner.

➤ **Practicing**

In practicing section, there were four skill comprehensions.

a) Speaking

- Practicing dialogue

The writer divided the students into some groups. Each group consists of two students. They had to practice a dialogue with their partner in front of the class.

A : “What’s wrong with you Andi?”

B : “I feel pain in my teeth.”

A : “Where will you go?”

B : “I will go to the dentist?”

- Listen and repeat

The students had to repeat what the writer said.

The writer : “There are two bananas on the table”

Students : “There are two bananas on the table”

b) Writing

- Copying

The students copied what the writer wrote in the blackboard. For example: The writer wrote the names of fruit in the blackboard and the students had to copy them in their book.

- Filling jumbled letter

The writer gave an answer sheet and the students had to fill the jumbled letter in the answer sheet, for example:

Fill in the missing words!



C _ _ _ K



B _ _ C K _ _ A R D



C H _ _ _

- Matching

In this activity, the writer gave the students an answer sheet. The students had to match the picture in the right column with the suitable words in the left column

Match the words by making a line!

Three	1
One	4
Nine	9
Four	3
Five	5

A line is drawn from the word "Three" to the number "3".

- Arranging the words

In this section, the students had to arrange the words into a good sentence, for example:

Arrange the words into a good sentence!

1. feel – in – back – **I** – pain = I feel pain in my
back

2. uses – **She** – to – walk – crutch =

3. the – goes – **Sisca** – hospital – to =

- Making sentence

In this activity, the students had to make a sentence based on the instruction.

Make a good sentence based on the example!

1. She/ two mangoes/ table

She has two mangoes on the table

2. Rudi/ a banana/ bag

.....

3. I/ an apple/ cupboard

.....

c) Listening

The writer used “listen and repeat” method in Listening activity. The writer said the words first and then the students repeated them. The writer made sure that their pronunciations were correct. For example:

The writer : “Orange”

Students : “Orange”

d) Reading

In this activity, the writer asked the students to read a short text carefully and then answered the questions related to the text.

Read the text carefully and then answer the questions!

Rudi goes to the hospital with her mother. Her mother gets a headache. Rudi finds many things in the hospital. He meets the doctor and the nurse. He also finds many kinds of medicine there. The doctor uses stethoscope to examine the patient. The doctor also uses the flashlight. After examining Rudi's mother, the doctor injects her. He uses the injection to do it. After that, the doctor gives Rudi's mother a receipt to buy the medicine in the drug store.

1. Where do Rudi and her mother go?
2. Why do they go to there?
3. What does he find?
4. What does the doctor use to examine the patient?
5. Where do they go to buy the medicine?

3) Closing

In this section, the writer did some activities. The writer asked some questions to the students like "any question?" "what have we learnt today?" etc. The writer also gave them some home works so that they would study at home. The last activity was that the writer asked one of the students to lead the pray. After praying together, the writer said, "See you" and the students replied by saying "see you".

4) The assessment

The assessment was based on the test. The writer gave a test after finishing a topic. This test was made by her self. The test consists of multiple choice and essay. This test was a measurement for both of the

students and the writer. It showed the writer's competence in teaching English and the achievement of the students in learning English.

2. The Problems in Teaching Vocabulary to The 5th Grade Students of SDN 2 Siswodipuran Boyolali

There were some problems faced by the writer during the job training in SDN 2 Siswodipuran, they were:

a. The class management

Class management was one of important things in teaching. A teacher was acquired to be able to handle the class well. In this case, the writer found difficulty to do it well. When the writer taught in front of the class, there were some students who were busy with their own activities such as speaking or disturbing the other students and the class would be very noisy. Finally, they could not accept the material well. It influenced the process in teaching vocabulary in the 5th grade students of SDN 2 Siswodipuran Boyolali.

To solve this problem, the writer used a trick. In the first time the writer taught the students, the writer made a deal with the students if the teacher said "hi", the students had to replied by saying "hallo", but if the writer said "hallo" the students had to said "hi", and after that they had to keep silent. This trick was very effective to shift the students' attention. When the students were busy with their own activities and suddenly the writer said "hi" or "hallo" automatically, they would answer it and pay attention to the writer.

b. The students who were easy to get bored

The other problem faced by the writer was that there were some students who were easy to get bored and there were some inactive students. It could be influenced by some factors such as they did not interest with English lesson or they thought about the other thing so that they did not concentrate to study.

To solve this problem the writer also used a trick. The writer prepared many paper colored coins. Every meeting, the writer would give five coins for active students and students who got the highest mark in the class. After they got 10 coins, the writer would give them a gift. The students were very interested in this trick. They tried hard to get these coins. For the students who did not follow the process of studying well for example making noisy and disturbing other students, the writer asked the coins back as the punishment. This trick helped the writer to solve the problem.

c. It was difficult for the students to pronounce and write the English words

English becomes something new for Elementary students; surely, it was not easy to introduce English to them. It happened in teaching pronunciation and writing. Most of the students only read or pronounced based on what they saw. For example, in pronouncing “duck”, most of the students made mistake by pronounced it “duk”. To solve this problem, the writer asked the students to repeat the correct

pronunciations until they could do them well. The students also found difficulty in writing the English words. For example, when the writer asked them to write “apple”, there were some students that still wrote it “apel”. In solving this problem, the writer always wrote the material in the blackboard and asked the students to write it in their books so they remembered and could practice it at home.

d. There was no handbook

When the writer asked to the headmistress of SDN 2 Siswodipuran about the handbook, she answered that it was because the economic condition of the students. Many students could not buy the book because they didn't have enough money. The school only relied on the BOS (Bantuan Operasional Sekolah). Because of that reason, the headmistress decided to use only LKS in learning process. LKS was not enough as resource book.

In solving this problem, the writer looked for other reference books. The writer used these books as handbook. The writer taught based on these books. Sometimes the writer copied it for the students if there were important information that could not be written by the writer. The writer also made a test by her self based on this book.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the discussion in chapter III the writer can give the conclusion for this final project. The conclusions are:

1. The activities during the job training are:

a) Class observation

The writer did an observation in the class to observe the process of teaching and learning English. The writer also focused in the method that was used by the English teacher in teaching process. Besides, the writer analyzed the effectiveness of teaching English lesson in this school. Based on the observation, the writer concluded that the English teacher did not speak English in the teaching and learning process. The class was communicative enough and the teacher could manage the class well.

b) Making lesson plan

The writer always made a lesson plan before teaching. It helped the writer to organize the teaching process.

2. The process of teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran Boyolali.

a) Opening

The writer began the meeting by doing some activities like giving some greetings, reviewing the last material, singing a song, discussing the homework and introducing new material.

b) Main activity

The main activity can be classified into two parts:

➤ Giving explanation

In giving explanation, the writer used some techniques:

- a) Using the real objects
- b) Using toys
- c) Using picture and flash card
- d) Guessing something
- e) Playing games

➤ Practicing

There were four major skills in practicing the material:

a) Speaking

In speaking, the students had to do some activities:

- Practicing the dialogue
- Listening and repeating the English words

b) Writing

There were five activities in the writing skill:

- Copying
- Filling jumbled letter
- Matching
- Arranging sentence
- Making sentence

c) Listening

In listening skill, the writer used “listen and repeat” method.

d) Reading

The writer asked the students to read a short text carefully.

c) Closing

In closing section, the writer did some activities:

- asking whether any question about the material or not
- reviewing the material
- giving some homeworks
- asking to pray together
- saying thank you and see you

d) The assessment

The writer gave the students a test that was made by the writer. It was as assessment.

3. The problems in teaching vocabulary to the 5th grade students of SDN 2 Siswodipuran

a) The class management

The first problem faced by the writer in teaching vocabulary in the 5th grade students of SDN 2 Siswodipuran was the class management. The writer found difficulty in handling the class. Some students were busy with their own activities like speaking and disturbing the other students. It made a lot of noise in the class.

The solution of this problem was that the writer used a simple trick. In the first time the writer taught the students, the writer made a deal with the students if the teacher said “hi“ the students had to replied by saying “hallo”, and if the writer said “hallo” the students had to said “hi”, and after that they had to keep silent. This trick shifted their attention to concentrate back in the lesson.

b) The students who were easy to get bored

The other problem faced by the writer was that there were some students who were easy to get bored and there were some inactive students.

To solve this problem the writer also used a trick. The writer prepared many paper colored coins. Every meeting, the writer would give five coins for active students and students who got the highest mark in the class. After they got 10 coins the writer would give them a gift. The students were very interested in this trick. They tried

hard to get these coins. For the students who did not follow the process of studying well for example making noisy and disturbing other students, the writer asked the coins back as the punishment. This trick helped the writer to solve the problem.

c) It was difficult for the students to pronounce and write the English words.

English becomes something new for Elementary students; surely, it was not easy to introduce English to them. It happened in teaching pronunciation and writing.

To solve this problem, in teaching pronunciation, the writer asked the students to repeat the words until their pronunciation was correct. In teaching writing, the writer always wrote the material in the blackboard and asked the student to write it in their book so they remembered and could practice it at home.

d) There was no handbook

Many students could not buy the book because they didn't have enough money. The school only relied on the BOS (*Bantuan Operasional Sekolah*). Because of that reason, the headmistress decided to use only LKS (*Lembar Kerja Siswa*) in learning process. LKS was not enough as resource book.

In solving this problem, the writer looked for other reference books. The writer used these books as handbook. The writer taught based on these books. Sometimes the writer copied it for

the students if there were important information that could not be written by the writer. The writer also made a test by her self, based on this book.

B. Suggestions

The writer also gives suggestion for SDN 2 Siswodipuran, the English teacher of SDN 2 Siswodipuran, the students of SDN 2 Siswodipurann and the English teacher in general.

1. The English teacher of SDN 2 Siswodipuran Boyolali

The teacher should improve her knowledge especially in pronouncing the English words. It is better to use English in the teaching process so that the students will learn from it. The Teacher also needs to use some interesting methods to make the process of teaching and learning English interesting and enjoyable for the students. Besides, the teacher has to give motivation to the students so that the students have high spirit to learn well.

2. The Students of SDN 2 Siwodipuran Boyolali

The students have to pay attention when the teacher explains the material. The students also have to motivate them self in studying so that they can accept the material easily.

3. SDN 2 Siswodipuran Boyolali

The school should pay attention to students who cannot buy the book. A handbook is very important for them as a resource. The school can

cooperate with the center library of Boyolali regency to supply books for the students. It is very useful for the students.

4. The English teacher in general

For the English teacher, please do not be bored to make excellence innovation methods in teaching and learning English especially for the beginners.

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Appendices



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS SEBELAS MARET
FAKULTAS SASTRA DAN SENI RUPA
PROGRAM STUDI DIPLOMA III BAHASA INGGRIS

Kampus : Jl. Ir. Soekarno 55, Salatiga, Jawa Tengah 57136 Telpun : (0271) 7001122 / 7977045

Surakarta, 14 Desember 2009

Per
pimpinan
tial : **NOTA KHUSUS**
: PERMOHONAN IJIN PRAKTEK KERJA LAPANGAN MAHASISWA

ada : Yth. Kepala Sekolah SDN Siswodipuran II Boyolali
Di Tempat

Dengan hormat

Dengan ini kami, Pengelut Program D.III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret, memohon kesediaan dan bantuan Bapak/Ibu kiranya dapat memberikan kesempatan kepada mahasiswa kami untuk melaksanakan Job Training atau Praktek Kerja Lapangan (Magang) di Instansi/Lembaga/Perusahaan yang Bapak/Ibu pimpin.

Praktek Kerja tersebut merupakan kegiatan kurikuler yang sangat diperlukan untuk memantapkan ketrampilan mahasiswa dalam bidang kerja yang akan mereka hadapi kelak dikemudian hari, Praktek kerja yang diwajibkan kepada mahasiswa yang bersangkutan berlangsung selama 100 (seratus) jam.

Perlu kami tambahkan bahwa mahasiswa telah dibekali dengan kemampuan berbahasa Inggris, tetapi Praktek Kerja yang mesti mereka jalani tidak harus secara langsung sesuai dengan bidang Bahasa Inggris. Selain itu Mahasiswa kami masih mengikuti perkuliahan, sesuai jadwal, sehingga mereka tidak bisa memenuhi jam kerja secara penuh

Adapun rincian pelaksanaan tugas yang perlu dipenuhi oleh mahasiswa diantaranya : **penalaran, ketrampilan, disiplin, rutinitas kehadiran, penampilan, pergaulan dan tanggung jawab.**

Kami mohon agar mahasiswa selesai melaksanakan Praktek Kerja, Bapak/Ibu berkenan memberikan nilai pada formulir yang kami lampirkan. Nilai diberikan secara kumulatif dan dikirim kepada kami dalam sampul tertutup.

Adapun Mahasiswa yang akan melaksanakan Praktek Kerja adalah :

No	Nama	NIM	Alamat Rumah
1.	Fitriyana Diah K	C9307043	Driyan Siswodipuran Boyolali

Atas kesediaan Bapak/Ibu dalam memberikan kesempatan dan bimbingan kepada mahasiswa kami, kami mengucapkan terimakasih. Bersama ini kami lampirkan formulir penilaian.



Ketua Program D.III Bahasa Inggris

Yusuf Kurniawan, SS, MA
NIP.19711130199903001



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS SEBELAS MARET
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SURAT TUGAS

Nomor : 044/H27.1.3.1/JT/2009

Ketua Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa
Universitas Sebelas Maret Surakarta dengan ini menugaskan :

Nama : Fitriyana Diah K
NPM : C9307043
Semester : V (LIMA)

untuk melaksanakan praktek kerja di :

SDN Siswodipuran II Boyolali

sebagai salah satu syarat dalam rangka memenuhi salah satu svarat akademik untuk menyelesaikan studi
Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa
Universitas Sebelas Maret Surakarta.

Demikian agar tugas ini dapat dilaksanakan sebaik-baiknya.

Surakarta, 14 Desember 2009

Ketua Program



Yusuf Kurniawan, SS, MA
NIP. 197111301999031001



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS SEBELAS MARET
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Penilaian Praktek Kerja

Mahasiswa Program Diploma III Bahasa Inggris
Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret
Surakarta

Nama : Fitriyana Diah K

NIM : C9307043

Dasar penalaran, ketrampilan, kedisiplinan, rutinitas kehadiran, penampilan, pergaulan
tanggung jawab, nilai ditetapkan :

91

Angka 10 – 100

Model penilaian tidak mengikat

Pembimbing di Perusahaan Swasta/

Instansi Pemerintah



(S.Pd) HANAYANI, S.Pd)

NIP 196302131982012002

PANTAUAN PEMBIMBINGAN TUGAS AKHIR (TA)
Program Diploma III BAHASA INGGRIS
FAKULTAS SASTRA DAN SENI RUPA UNS

Nama : Fitriyana Diah K
 NIM : C9302043
 Judul TA : The process of teaching Vocabulary in the 5th grade
Student of SDN 2 Situbone Boyolali

NO	TANGGAL	KONSULTASI KE	BAB/MATERI	TANDA TANGAN	
				PEMBIMBING	MHS
1	19-03-2010	I	BAB I		<u>Man</u>
2	26-03-2010	2	Revisi bab I <u>OL</u>	<u>js</u> <u>1/4</u>	<u>Man</u>
3	26-04-2010	3	Revisi bab II <u>Rev</u> <u>skt</u>	<u>js</u> <u>25/4</u>	<u>Man</u>
4	30-04-2010	4	Revisi bab I <u>Rev</u> <u>skt</u>	<u>js</u> <u>1/6</u>	<u>Man</u>
5	5-05-2010	5	<u>OL</u>	<u>js</u> <u>7/6</u>	<u>Man</u>
6	8-05-2010	6	BAB III <u>→ p 23 Rev</u>	<u>js</u> <u>17/6</u>	<u>Man</u>

KONSULTASI TERAKHIR TANGGAL : 24-06-2010
 DOSEN PEMBIMBING TA : Drs. I. Budi Wicaksono, M.Pd

TANDA TANGAN PEMBIMBING TA : _____

CATATAN:

- ◆ LEMBAR INI HARUS DIKUMPULKAN KE BAG TATA USAHA UNTUK KELENGKAPAN / SYARAT UJIAN TA DAN ARSIP (FOTO COPY)



NO	Tanggal	Konsultasi Ke	BAB/MATERI	Tanda Tangan	
				Pembimbing	Mhs
7	21-05-10	7	III Rev. p 31	[Signature]	[Signature]
8	25-05-10	8	Revisi bab III Dev.	[Signature]	[Signature]
9	27-05-10	9	Revisi bab III rev	[Signature]	[Signature]
10	1-06-10	10	Revisi bab III CR	[Signature]	[Signature]
11	7-06-10	11	Rev N	[Signature]	[Signature]
12	14-06-10	12	Rev bab IV Rev	[Signature]	[Signature]

13 17-06-10 13 Revisi bab IV ok [Signature] 22 [Signature]

14 24-06-10 14 Abstract, Preface rev [Signature] 25 [Signature]

LESSON PLAN

Date : 9-01-2010

Grade level : Fifth grade student

Number of student : 17 students

Skill : Reading and writing

Theme : Transportation

Duration : 105 minutes

Description :

- BKOF (Building Knowledge Of Field)
- Modeling
- Join Construction of Text
- Independent Construction Of The Text

Goals :

- The student remember the last material
- The student can differ many kind of means of transportation(land transportation, water transportation, air transportation)
- The student can read the text and answer the question about transportation
- The student can make a text about transportation

Material :

- ❖ Tip-marker and white board to write the name of means of transportation
- ❖ Eraser

- ❖ Picture the means of transportation to make the student easy to understand the material (transportation)

Procedure :

I.10 minutes: **BKOF (Building Knowledge of Field)**

- Greeting : - Good morning student, How are you today?
 - Nice to see you again
 - Ask them to sing a song
- Reviewing the last material : - Did you remember our last material?
 - What did you learn in the last meeting?
- Introducing new material : - If you will go to somewhere, what do you see in the street?
 - Do you find means of transportations there?
 - What are they?
 - Today, we will learn about transportation....

II.40 minutes: **MODELING**

- **Here, we show them the picture of means of transportation we explain it also it belongs to land/water/air transportation**
 - **We give them a short text about transportation and translate it together.**
- After that, we have a question-answer session about the text.**

Answer the questions below!

1. How many wheels does the bus have?
2. Is it cheap or expensive?
3. Does the bus move slowly?

4. Is it belongs to land transportation?

5. Mention the other example of land transportation!

6. What does the text tells about?

- We explain about difficult word by making an exercise

- We explain about grammar that is used. For example, we give them the formula to make a question about transportation. We also give them an exercise that related to that grammar

Simple present tense: -S (he, she, it, bus)+ V s/es+ O -S (I, you, we, they, buses)+ V+ O He/ she/ it+ has+ O I/ you/ we/ they+ have+ O	- My mother <u>goes</u> to the market by bus - The students <u>go</u> to school by bicycle - It <u>has</u> four wheels - They <u>have</u> a new motorcycle
Reference: - A bus (tunggal) = He/ she/ it	<u>A bus</u> moves in the street <u>It</u> moves fast
- Students (jamak) = They	<u>Elephants</u> live in the jungle <u>They</u> live in the jungle
Conjunction: - And	It is very cheap <u>and</u> fast.
- But	We can reach our destination fast <u>but</u> , we have to crowd with other people.

- Or	We go to school by bicycle <u>or</u> by foot
Nominal:	
- S(He, She, It,)+ Is+ Adjective	- It <u>is</u> a cheap transportation
-S(They, We, You)+ Are+ Adjective	- They <u>are</u> a kind of land transportation

III.20 minutes: **JOINT CONSTRUCTION OF TEXT**

- We divided the student into some group; the group consists of three students. We give them some picture of means of transportation and they have to fill in the blank of text bellow that picture.

IV.20 minutes: **INDEPENDENT CONSTRUCTION OF TEXT**

- We give another picture and ask the student to make a simple text consist of 3-5 sentences. Here, we still guide them to do this task.

V. 5 minutes: **CLOSING**

Ask some question about what they've learn this day