Using Pictures in Teaching Vocabulary for First Grade of Elementary School of SDN Malangjiwan 02 Colomadu

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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APPROVAL OF SUPERVISOR

Approved to be examined before the Board of Examiners,
English Diploma Program, Faculty of Letters and Fine Arts
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Title : USING PICTURES IN TEACHING VOCABULARY
FOR FIRST GRADE OF ELEMENTARY SCHOOL OF
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Report Title : USING PICTURES IN TEACHING VOCABULARY
FOR FIRST GRADE OF ELEMENTARY SCHOOL OF SDN MALANGJIWAN
02 COLOMADU

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MOTTO

- Sincerity is the highest devotion.

- Fight as a Soldier, Work as an Owner, and Worship as Rasulullah.....

- If you can’t handle me at my worst, you sure as hell don’t deserve me at my best. (Marylin Monroe)
DEDICATION

Alhamdulillah,

I dedicate my final project for my beloved parents,
Satyoko Asngari Hidayat and Rustiyani,
who make my life begin,

Ghifari Muhamad and Maulida Nur Rahmawati, my beloved brother and sister,
who have been my inspiring brother and sister,

Especially for my hunny who never gives up the fight….

And all of you who always give me spirit to make better life.

Thanks for your love and guidance.

I love you all.
PREFACE

I would like to say Alhamdulillahirabil’alamin to ALLAH SWT for all blessing, mercy, and guidance. This final report is written to fulfill the requirement in obtaining English Diploma Program. This final report is based on the job training activity in SDN Malangjiwan 02 Colomadu which was held from February 10, up to March 23, 2010.

This final report discusses how to use pictures to teach vocabulary for first grade students of SDN Malangjiwan 02. Here, it also discusses the problems and the solutions of using picture in teaching vocabulary during the job training activity.

I believe that there are many mistakes and errors in this final report. Hopefully, it is able to give some benefits to the readers. At last, I would like to say thank to everyone who helps the completion of this project.

Surakarta, November 2010

Amalia Nur Falahiyati
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Last but not least, I would like to say thanks for all who I can not mention one by one that fully support me on my class and on my final project. This final project lacks of perfection. I expect some criticism and suggestions for the sake of developing my knowledge. I hope this report will be useful for all readers especially those who have a high appreciation to English and SDN Malangjiwan 02 Colomadu.

Surakarta, November 2010

Amalia Nur Falahiyati
ABSTRACT


This final project is written based on my job training as an English teacher in SDN Malangjiwan 02 Colomadu which was done for one and a half month. My observation object in SDN Malangjiwan 02 was the first grade students. This final project discusses using pictures in teaching vocabulary for first grade of elementary school of SDN Malangjiwan 02.

During the job training, I did some activities by observing and analyzing the behavior of the students to collect the data.

There were some steps of using pictures to teach vocabulary. First step was opening, I began the class by praying together, greeting, checking the student’s attendance, singing a song. I gave the students some pictures from the last material to remind the students about the last material. The second step was the body. I used some teaching and learning techniques to help the students understand and interest to the lesson. One of the techniques was using picture to teach vocabulary. The third step was practice. I checked whether the students understand the material or not by practicing some activities. The last step was closing. It was reviewing all of the last material, giving homework, and parting. I gave some test to check the understanding of the students. The forms of test were objective and essay test that I gave after discussing the material.

The problems in using pictures to teach vocabulary were: the students who made some noise, and the lack of time. The solutions for the problems in teaching vocabulary were: I gave a short verbal instruction and I just showed the picture for a few minutes to the students when I explained the material.
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CHAPTER I
INTRODUCTION

A. Background

This report discusses the use of picture to teach English vocabulary. This topic draws my interest because of some reasons. First, picture helps the students to realize what’s on their mind. Second, picture attracts the students. Third, picture helps the students to understand the material easily. Last, picture makes the teaching learning process full of fun.

First, the use of picture in teaching vocabulary is interesting because picture helps the students to describe what is on their mind. Basically the young learner is still difficult to distinguish between things that are concrete and abstract. The line between real world and the world of imagination is not or has not been divided clearly. Students are not able to distinguish something is real or not real. Figure is a media of learning that can help students to make the imaginary becomes real.

Second, picture attracts student. Students will understand easily if teacher stimulates the interest through visual media. The pictures that are full of students’ favorite color will be a great support to the learning process. The pictures will help students to be more focus and concentrate on the lessons, so that the material can be delivered with clearly.

Third, picture helps the students to understand the material easily. In general, students will learn vocabulary faster when they are supported by visual aids, such
as pictures or real objects. So that students will more quickly understand when they know the direct manifestation or form of objects through images.

Last, picture makes the teaching learning process is full of fun. Kid's activities are colorful and fun. Activities and tasks are accompanied by images and colors will make the students happier. The task for the coloring is done happily as he knew and learned the names of objects shown in the picture. Various media such as flash cards with cheerful colors will help the process of learning and teaching English. Interesting colors and images will make flash cards and Puppets more lively and interesting.

In summary, the use of pictures in teaching vocabulary is very interesting because the students will be motivated in learning English by using pictures. Based on the reasons above, I present the report entitled “Using Pictures in Teaching Vocabulary for First Grade of Elementary School of SDN Malangjiwan 02 Colomadu”.

B. Objectives

The objectives of this final project are:

1. To describe the activity of using picture in teaching vocabulary for the first grade students of SDN Malangjiwan 02 Colomadu.
2. To describe the problems and the solutions in the process of using pictures in teach vocabulary of the first grade students of SDN Malangjiwan 02 Colomadu.
C. Benefits

I expect this final project will give some benefits to the following parties:

1. The Readers

I hope that this final project will be useful for the readers to improve their knowledge about the process of using picture in teaching vocabulary in the first grade of elementary school students, for example the technique of using picture in teaching vocabulary, the problem of using picture in teaching vocabulary, and how to solve the problem of using picture in teaching vocabulary.

2. SDN Malangjiwan 02 Colomadu

This final report can also be one of references in teaching learning process, especially in teaching vocabulary, so it is expected to increase the quality of students in SDN Malangjiwan 02 Colomadu.

3. English Teachers

Hopefully, this final project is useful for the English teachers, especially the elementary school teachers. It is hoped that this final project can be a reference in teaching vocabulary using pictures for the first grade students of elementary school. It gives more information about the problems and the solutions of using pictures in teaching vocabulary.
CHAPTER II
LITERATURE REVIEW

This chapter discusses the literatures relevant to the topic of discussion in this report, at least four main topics. They are the definition of teaching and learning, teaching vocabulary, techniques in teaching vocabulary, and using picture to teach vocabulary. All parts mentioned above will be explained more details below.

A. Definition of Teaching and Learning

In this section, I discuss the definition of teaching and learning. First, I take the definition of teaching and learning stated by Brown. Then I explain the definition of learning by Klein, Brown, and Nunan.

Brown (1994) defines teaching as “showing or helping someone to learn how to do something, providing with knowledge, causing to know or understanding”. It means the teacher is demanded not only helping the students in doing the tasks. Teaching is situation where the teacher delivers some knowledge or skill to her/his students in which the students also can give their feedback, so it can raise an interaction among the teacher and the students.

Meanwhile, learning is “an experimental process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies” Klein (1996). This shows that learning
covers the process to form the personality of the person as well. Similarly, Brown (1997) states, “learning is a relatively permanent change in a behavioral tendency and it is the result of reinforced practice”. Brown (2000:7). This means that by doing practice from learning, the students can change their behavior permanently. For example: before learning a new word the students do not know what the meaning of the word is. Then by doing learning and practicing, the students understand the meaning of the word, it means that the students make a change.

Nunan (1992) defines learning as ”figuring out how to use what people already know in order to go beyond what people currently think”. By learning activity, people can improve their knowledge. By learning, people can figure out what are in their mind into the reality.

B. Techniques of Teaching Vocabulary

In this section, I discuss the techniques used in teaching vocabulary as recommended by Brewster (1991:90).

Techniques are very important for teacher in the process of teaching and learning. Teachers need an appropriate technique when teach the students. Teachers should make their lesson understandable and easy to follow by their students.

There are some techniques in teaching vocabulary.

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

2. Using illustration 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. In other words, by using illustration and pictures, the students can understand and memorize the vocabulary easier through seeing and imagine the pictures. For example, the teacher gives the students a copy of many pictures about the material. Then, the teacher asks the students to memorize the picture, and then the teacher asks the students to read aloud the name of the picture.

3. Repetition

The students say the word several times until they memorize the word. It helps the students in memorizing the word, because children learn new word relatively quickly but they also forget them quickly.

For example: the teacher asks the students the name of the picture. Then the students answer the question and repeat it until all of the students can memorize the word.

4. Mime, expressions and gesture

Many words can be introduced through mime, expressions and gestures.
For example, if the teacher wants to introduce “the name of animals” students can learn the meaning of word by imitating the sound of the animal or the way the animal walks or eats.

5. Guessing from context

The teacher encourages students to guess the meaning of words they do not know as much as possible. 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.

The teacher gives some clues to the students about a picture. Then the students guess what the teacher means and answer it. This can be done, for example, giving such clues as “long fruit, yellow, and monkey like this fruit”. With such clues, student can guess that the thing is ‘banana’.

6. Practicing and checking vocabulary

Once a new word has been introduced, the teacher will want to provide opportunities for students to practice it and check that they understand it. There are varieties of activities that can be used:

- Matching words

For example:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>tie</td>
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<td>2.</td>
<td>collar</td>
</tr>
<tr>
<td>3.</td>
<td>shoes</td>
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<td>4.</td>
<td>pocket</td>
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<tr>
<td>5.</td>
<td>uniform</td>
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<tr>
<td></td>
<td>a. sepatu</td>
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<td>b. seragam</td>
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<td>c. saku</td>
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<tr>
<td></td>
<td>d. dasi</td>
</tr>
<tr>
<td></td>
<td>e. kerah</td>
</tr>
</tbody>
</table>

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✓ Guessing games

For example: the teacher gives some characteristics of an animal. And then the students have to guess the name of animal by knowing the characteristics.

✓ Labeling

For example:

Give the name of the picture:

![Picture]

C. Using Picture to Teach Vocabulary

In this section, I present the definition of the picture. I take the first definition from *Longman Dictionary of Contemporary English*. Then I write down the criteria for selecting picture as suggested by Bowen. The last explanation is about how to use picture as suggested by Suyanto (2007).

*Longman Dictionary of Contemporary English* explain pictures as shapes, lines, painted, or drawn on the surface, showing what someone or something looks like (2003:1235). Meanwhile, Merrian Webster’s Collegiate Dictionary defines pictures as a design or representation made by various means (2003:973). This means that picture is a design made of shapes, lines, painted or drawn of something looks like that has various means.
The use of visual aids is extremely important in the teaching of second language to young learner. Vale and Feunteun (1995) state that teacher can use visual aids to:

1. Support understanding when the children are listening.
2. Put across the meaning of vocabulary
3. Prompt and support reading
4. Provide a topic or visual focus to prompt speaking or writing
5. Provide a visual link between L1 and English
6. Provide support and motivation for early reading and writing in English
7. Provide ways around communication barriers.

Picture belongs to visual aids, therefore the use of picture has the same benefits such as Vale and Feunteun say above. Teacher can use picture to make communication in the foreign language class more lively, natural and stimulating. “Picture is useful for presenting, practicing and revising vocabulary.” (Haycraft 1987)

Before using pictures in teaching, teachers have to consider some cases to fix that our pictures are appropriate and understanding by the students. Brown (1994) defines five criteria before selecting picture.

1. Appeal

   The content of the picture should capture the interest and imagination of the class members.

2. Relevance

   The picture should be appropriate for the purpose of the lesson.
3. Recognition

The significant features of the picture should be within the students’ knowledge and cultural understanding.

4. Size

A picture to be held up before the class should be large enough to be seen clearly by all. The details of the picture should be visible from the back of the room.

5. Clarity

Students should be able to see the relevant details clearly. Strong outlines and contrast in tone and color are important in avoiding ambiguity.

Suyanto (2007) also mentions that teachers should also consider the way he/she holds, moves, or changes from one picture to another. When talking about color, teacher can bring the pictures of things in different colors. For example, teacher can bring the picture of balloons in many colors, such as: the picture of red balloon, yellow balloon, green balloon, blue balloon, etc. It will help the students to remember the word easily by showing the interesting picture.
CHAPTER III
DISCUSSION

In this chapter, the discussion is based on the activities done during job training. This chapter is divided into three main points. They are: school description, job training activities, and the last points are problems and solutions in using picture to teach vocabulary.

The three main points above will be presented in this chapter:

A. Description of SDN Malangjiwan 02 Colomadu

This section describes SDN Malangjiwan 02 Colomadu. The first description is the location and the building of SDN Malangjiwan 02 Colomadu. Second description is the structure of the management of SDN Malangjiwan 02 Colomadu.

a. The Location of SDN Malangjiwan 02

SDN Malangjiwan 02 is located in Colomadu, Karanganyar. SDN Malangjiwan 02 is one of the best elementary schools in Colomadu. This school is a state elementary school with accreditation A. Teaching and learning activities are carried out in the morning.

SDN Malangjiwan 02 was established in 1951 and amended in 1978. This elementary school was built on land, which covers about 850 square meters. School building area is approximately 772 square meters. It consists of six classes, one teacher room and one head master room, one administration
room, conference hall, library, sports equipment room, garage, warehouse, school guard’s house, mosque, Catholic religious room, the room of Christianity, and UKS. Elementary school building is nice and strong because of complete renovation. Elementary school buildings are also clean.

b. The Organization Structure of SDN Malangjiwan 02

This school has a school committee and twenty staffs that can be classified into: a head master, four administration staffs, six subject’s teachers, six class teachers, two librarians, a cleaning service, and a security officer. The job description of each staff and school committee can be described as follows:

1. Headmaster

He is responsible for all parts of school activities. His main duty is coordinating the teachers and others staffs in order to reach the school goals.

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2. School Committee

It has responsibility to help the school to complete the facilities which are needed to support the teaching and learning process, both academic and physical facilities of the school. It consists of a chief committee, a vice chief committee, treasurer of committee, and four members.

3. Administration Staff

The staff is responsible for all school administration, such as students’ administration and school administration.

4. Subject Teacher

The subject teacher is responsible to solve the problems of the subject which is given and to give counseling service about the subject. A subject teacher is also responsible to the teaching and learning activities occurring in the classroom.

5. Teacher Class

A teacher class is responsible as students’ parents in the school. He or she is also responsible to control and monitor the students who are under his or her monitoring, sometimes; they must guide their students and give them any advices as if they were real students’ parents.

6. Librarian

The officer is someone who manages the library. Librarian staff is responsible to keep and use the facilities appropriately.
7. Cleaning service

This staff is actually responsible for keeping the cleanliness of the school. However, in fact he was also an office boy who is responsible to prepare logistics such as making some tea for the teachers and opening the doors in the morning.

8. Security Officer

Security officer is responsible for keeping the security of school.

B. The Activities During Job Training in SDN Malangjiwan 02

The job training activity was done from February 10th up to March 13th 2010 for about a month. I did some activities. In this section will be discussed the activities during my job training in SDN Malangjiwan 02 Colomadu. They are: class observation, the process of using picture to teach vocabulary, and the problems and the solutions of using picture in teaching vocabulary for first grade of SDN Malangjiwan 02 Colomadu.

a. Class Observation

I was directly observing the SDN Malangjiwan 02 to get data. My first observation in the class showed me that the teacher was communicative enough with the students. The teacher taught the students to be active and communicative in class. The students tried to answer the teacher’s question. Sometimes, the teacher points the students randomly to answer his question.
The students were enthusiastic in learning English because there are many questions coming from the students when they did not understand the meaning of the words those they find.

Before starting the teaching learning process, the teacher always asked whether there was homework or not. If there was homework, the teacher discussed the homework first and after that, they continued to the next material.

The student’s habit is good; it could be seen from their attitude, the enthusiastic in teaching learning process, and their seriousness in following the lesson. They tried to understand what I had taught and active in answering the questions I asked.

b. The Process of using picture in Teaching Vocabulary in First Grade Students of SDN Malangjiwan 02 Colomadu

When I asked permission to the job training in SDN Malangjiwan 02 Colomadu, the headmaster gave me chance to choose which class that I wanted to teach. Nevertheless, the English teacher asked me to teach the first grade until the sixth grade. He wanted me to give the students more preparation for the formal English courses. I focused to teach vocabulary for the first grade because the students start learning English in first grade, so they had to study vocabulary.
English lesson is taught from the first grade until the sixth grade classes. In SDN Malangjiwan, English lesson is just given once a week. Therefore, it is very limited time to study English effectively.

c. Using Picture to Teach Vocabulary

English teaching and learning process in first grade of SDN Malangjiwan begins at 07.00 until 08.10 every Tuesday. The processes of teaching vocabulary in the first grade consist of:

i. Opening

In the beginning of the lesson, I began the class by praying together, greeting, checking the student’s attendance, singing a song. Sometimes, I was greeting students one by one randomly. I started the lesson by greeting:

I : “Good morning, students!”

Students : “Good morning, miss!”

I : “How are you today?”

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

I : “Very well, thanks.”
After greeting, I lead the students to sing many songs together. The students were very enthusiastic with this song. It makes the students enthusiastic to learn and study English.

Then I continued by checking the student’s attendance. I checked the student’s attendance by calling the name of the students one by one. After that, I gave the students some pictures from the last material to remind the students about the last material.

For example:

To remind the students about color, I gave the students a big picture of many balloons in different colors. Then I asked the students: “what color is this?”

ii. Body

In explaining the material, I used some techniques and teaching learning media to help the students understand and interested with the lesson. One of the techniques which makes the lesson interesting is using picture to teach vocabulary. Children like to do activity, which is enjoyable for them. So, I tried to make the lesson interesting and attractive by using picture.
Before starting the lesson, I prepared the picture related to the material. Then I asked the students some questions related to the topic, such as:

Do you like fruit?

What fruit do you like?

What color is this fruit?

This activity is also aimed to know the student’s background knowledge about the material. When I taught about fruit, I gave pictures of some fruits:

I asked the students: “Do you like apple?”

I asked the students: “What is the color of banana?”

Then I gave many pictures of fruits and I asked the students: “What fruit do you like?”
When I asked the students those questions, most of them did not understand the meaning of those questions. They just kept silent and did not answer those questions. Then I repeated the questions in Indonesian. Students had to answer the teacher’s question.

After the students were introduced to the words in English, I gave them many pictures of other fruits in front of the class. I asked them to read the word one by one and rewrite it. They had to read the words with correct pronunciations. They repeated two up to four times until they memorized the words well. Repetition helps the students in memorizing the words.

Example:
iii. Practice

After giving explanation about the material, I checked whether the students understand the material or not by practicing some activities.

A. Speaking

1. Question and answer

I showed a picture to the students in front of the class. Then I asked the students the name of the picture, what color of the picture, how many things in this picture, etc. Besides, I asked a pair of the students stand in front of the class. One student gave question and the other one answered the question.

Example:

I showed the picture of some fruits to the students. Then I asked the students to mention the name of this fruits.

The students answered: banana, orange, strawberry, tomato, and apple.

I also asked what color of these fruit. Then the students mention each color of these fruits one by one.
2. Listen and repeat

The students listen then repeated what I said.

Example:

I : “I like watermelon.”

The students : “I like watermelon.”

B. Writing Activities

1. Filling the missing letters

I asked the students to fill the missing letters.

For example:

Fill in the missing letters.

I also asked students to write what I say in the book. Then I asked one student to write on the blackboard.

2. Matching

In this activity, I asked the students to match the picture of fruits with the suitable name of the fruits.
3. Numbers the picture

I asked the students to number the picture with the suitable words.

For example:
4. Labeling

In this task, I asked the students to give the name of the picture.

For Example:

![Diagram of fruits and vegetables]

iv. Closing

Before ending the lesson, I reviewed all of the material. I also gave the students’ time for asking question if there was any material that they did not understand. After that, I gave the students homework, so they could study at home. I closed the lesson by saying “goodbye, see you later.” And the students replied by saying “goodbye, see you.”
v. The test

I gave the test after one material had been discussed. The questions were divided into objective test and essay test. I made the test myself. Sometimes, I took from LKS or any sources books.

C. The Problems in Using Picture in Teaching vocabulary in the First Grade of SDN Malangijiwan 02 Colomadu

In this section presents the problems that I faced during job training. First, I will explain the problems. Then I will write down the solutions of the problems.

There are many problems that I faced during job training. The problems are:

1. The students made some noise when they were asked to answer the questions of the picture.

There were some students who could not stop talking during the process of study using picture. The students made some noise when they did the exercise related to the picture.

2. The lack of time because of the movement of the picture.

Showing pictures in explaining vocabulary needs more time. Indeed, the allocation time was only 70 minutes.
The Solution for the Problems in Teaching Vocabulary in the First Grade Students of SDN Malangjiwan 02

I give the solution to solve the problems during the process of teaching vocabulary for the first grade students of SDN Malangjiwan 02. The solutions are:

1. The students make some noise when they are asked to answer the questions of the picture.
   I give a short verbal instruction, such as “Put down your pencil and look at the picture!” or “Pay attention to the picture, please!”. After I give the instruction, the students become quiet and pay full attention to the lesson.

2. The lack of time because of the change of the picture.
   In teaching vocabulary using pictures, I just showed the picture for a few minutes to the students when I explained or presented the material. I attached more pictures in the students’ exercise, so the students could concentrate about the pictures because that was their exercise.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the discussion on chapter III, there are some conclusions that can be written from this final project report. The conclusions are:

1. The process of using pictures in teaching vocabulary for first grade of elementary school students of SDN Malangjiwan 02 consists of:
   a. Opening
      In the beginning of the lesson, I began the class by praying together, greeting, checking the student’s attendance, singing a song. I gave the students some pictures from the last material to remind the students about the last material.
   b. Body
      In explaining the material, I used some techniques and teaching learning media to help the students understand and interested with the lesson. One of the techniques which made the lesson interesting was using picture to teach vocabulary.
      Before starting the lesson, I prepared the picture related to the material. Then, I asked the students some questions related to the topic.
   c. Practice
      I checked whether the students understand the material or not by practicing...
some activities.

- **Speaking**
  The speaking activities include question and answer and listen and repeat.

- **Question and Answer**
  I asked a pairs of students stand in front of the class. One student gave question and the other one answered the question.
  Listen and repeated
  The students listen then repeated what I said.

- **Writing activities**
  I asked the students to fill the missing letters, matching, labeling, numbers the pictures.

**d. Closing**
Closing consists of reviewing all of the last material, giving homework, and parting.

**e. Test**
Test consists of objective and essay test that I have given after discussing the material.

2. **The Problems in Teaching Vocabulary in the First Grade Students of SDN Malangjiwan 02 Colomadu are:**

  **a.** The students made some noise when they were asked to answer the questions of the picture. There were some students who could not stop...
talking during the process of studying using pictures. The students made some noise when they did the exercise related to the picture.

b. The lack of time because of the change of the picture.

Showing pictures in explaining vocabulary needs more time. Indeed, the allocation time was only 70 minutes.

3. The solution for the problems in teaching vocabulary in the first grade students of SDN Malangjiwan 02 Colomadu.

a. The students make some noise when they are asked to answer the questions of the picture.

I give a short verbal instruction, such as “Put down your pencil and look at the picture!” or “Pay attention to the picture, please!” After I give the instruction, the students become composed and pay a full of attention to the lesson.

b. The lack of time because of the movement of the picture.

I just showed the picture for a few minutes to the students when I explained or presented the material. I attached more pictures in the students’ exercise, so the students could concentrate about the pictures.
B. SUGGESTIONS

Based on the result of this final project, I give some suggestions:

1. SDN Malangjiwan 02 Colomadu

   Teaching and learning activities will be more successful if the school provide more facilities to support it.

2. The English teacher of SDN Malangjiwan 02 Colomadu

   The English teacher should have more idea to make the teaching and learning process more interesting, for example: giving the interesting picture to make the student enjoy in studying English.

3. The English Diploma Program of Sebelas Maret University

   The English Diploma Program should prepare all of the things needed by the students in doing the job training, such as providing more references and literatures, especially in the teaching mainstream. So far, the theoretical materials given in the class are not enough to contribute the skills in doing job training activity in the real field.

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