TEACHING ENGLISH VOCABULARY
TO THE FIFTH GRADE STUDENTS OF SD NEGERI 2
CANDEN, BOYOLALI

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English
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Sebelas Maret University

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APPROVAL OF CONSULTANT

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Final Project Report: TEACHING ENGLISH VOCABULARY TO THE FIFTH
GRADE STUDENTS OF SD NEGERI 2 CANDEN, BOYOLALI

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MOTTO

I can do anything what I have to do.
Believe it because Allah is in His servants’ mind.

(The Writer)
DEDICATION

This report is dedicated to:

♦ My beloved mother and aunt
♦ My brothers and sisters
♦ All of my friends
PREFACE

In the name of Allah, the Beneficent and the Merciful. All praises be to Allah SWT, the lord of the world, the master of the day after, the creator of everything in this Universe, where he has no partner. Peace and Salutation be upon our prophet Muhammad SAW, who has taught us the cardinal principles of the unity of God, obliged us to confess it with the tongue and believe it in the heart.

The report title “Teaching English Vocabulary to the Fifth Grade Students of SD Negeri 2 Canden, Boyolali” is arranged for a partial requirement in obtaining degree in the English Diploma program. This report discusses about the process of teaching English vocabulary applied in the 5th grade students of SD Negeri 2 Canden Boyolali, the problems, and the solutions of teaching English vocabulary. The writer would like to express her sincere gratitude to all of kind people who have helped her in accomplishing this final project.

The writer realized that this report is still far from being perfect. Therefore, the constructive criticism and suggestions are needed to make it better. Hopefully, this final project report will be useful for the readers.

The writer,

Catur Setianingsih
ACKNOWLEDGEMENT

Bismillahirrohmanirrohim. Alhamdulillahirobbil’alamin. Praise belongs to Allah SWT, the All-Knowing, The All Wise. Salam and sholawat for prophet Muhammad SAW, the best murobbi (educator) who ever exits.

However, the writer could not accomplish this report without the help of several people. Therefore, the writer would like express her sincere gratitude to:

1. Drs. Sudarno, MA, The Dean of Letters and Fine Arts Faculty of Sebelas Maret University.

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6. Miranti Siwi, A. Md, my supervisor of the job training. Thank for your guidance during the job training.

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8. All students in SD Negeri 2 Canden, especially for the fifth grade students. You are very nice. I love you all :-D
9. My beloved *ibu & bulek*. Thank you for your love, prayer, support and everything given to me. I dedicate this final project special for you. I want to make you proud of me (Catur, Chayo! ^_^).

10. My big family: *mas Eko, mb’Dwi, mb’ Tri, d’Wahyu, thole “Ardi”*. Thank you for your attention and support for me.

11. SKI ‘n BIAS FSSR crews : *Jazakumullah* for everything. I never forget all of you and our unforgettable moments.

12. Hi-Art akhwat: _ Fia, Fitri, Dyah, Ami, Ham2, Ulfa, Dite, ‘n Ike. Thank you *ukhti* for your ending friendship. All of *ikhwan* Hi-Art: thanks!

13. My friends in class C: Chat, Dian_dra, Chintya, Virgin, *jeng Surya*, Febri, Ignis, Meti, Geta, Ismia, and all of class C members. Nice to have you all in my story :-b

14. All people and friends whom I am not able to mention one by one.

Finally, I hope this final project report will be useful to all readers.

Surakarta,      July 2010

Catur Setianingsih
ABSTRACT

Catur Setianingsih. 2010. Teaching English Vocabulary to the Fifth Grade Students of SD Negeri 2 Canden, Boyolali. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University, UNS.

This final project report is written based on the job training that has been done by the writer as an English teacher in SD Negeri 2 Canden for two months. The objectives of this final project report are to describe the process of teaching English vocabulary to the fifth grade students, to find out the problems of teaching English vocabulary and to give the solutions to the problems.

The data of this final project were collected through observation, interview, and library study. The observation was done in class while the process of teaching and learning was taking place. The interview was done to the English teacher and the fifth grade students. The library study was emphasized in some documents such as teaching materials and books from library. The class activities consisted of three steps in teaching, i.e. warming up, presentation, and production.

Using pictures, games and songs in teaching English vocabulary is effective and enjoyable. It can increase the student’s attention and motivation in learning English vocabulary.
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CHAPTER I

INTRODUCTION

D. Background

As we know, language has an important role in human life. As a means of communication, it can express our feeling, ideas and information to other people. Without it, human must be confused how to communicate with one another. One of the languages that is used by people in the world is English language. It can help people communicate and interact although they are from different countries.

In this globalization era, people face lots of development in many fields, such as politics, social, economic, and education. They have to follow the development as quickly as possible if they do not want to lose their chance. The fields use English as the main language so that people have to master it. They have to be the expert. They are challenged to be able to read, write, and speak English correctly.

In the beginning, it is possible if students feel strange with English, because it is different from Indonesian. English is something new to them so that they may find many difficulties in learning it. They cannot also deny that English is used in many aspects of their life. Because of that, people need to learn English language as early as possible.
In Indonesia, English language is one of the subjects that is taught in elementary schools. There are many advantages when English is taught in elementary schools. As young learners, students of elementary schools have great skill in learning new things.

They can memorize many things better and faster than adults can. At schools, they learn the basics of English such as shapes, transportations, professions, daily life, etc. The materials are made simple in order to make them interested in learning English. Besides, they can practice the materials by themselves. It is more effective to them because they can learn by practices.

By learning English in elementary schools, the students will understand more about English language. They have to master the skills i.e. listening, speaking, reading, and writing. Besides, the students should also master other language aspects, such as vocabulary, pronunciation, grammar, etc. The most important thing in learning new language is vocabulary because it has function to support the four main skills.

Regarding the problem, the teacher must pay attention to the method of teaching vocabulary. The teacher must create English class joyfully; that means the students can feel fun when learning. Monotonous activities will make children bored. Although creating English method in joyfully form needs much energy. It will be better for children because learning joyfully is better than learning seriously. Besides, the teacher has to manage the time for teaching effectively. Handling a big class and using teaching media have to be prepared well.
Based on these cases, the writer focused on teaching vocabulary when she had job training because it is one of the important elements in teaching-learning foreign language. Using a proper method will make the students easy to understand the materials given. Hence, the writer wrote a report entitled “Teaching English Vocabulary to the Fifth Grade Students of SD Negeri 2 Canden, Boyolali”

B. Objectives

The objectives this final project are:

1. To describe the process of teaching English vocabulary to the fifth grade students of SD Negeri 2 Canden, Boyolali.
2. To find out the problems of teaching English vocabulary to the fifth grade students of SD Negeri 2 Canden, Boyolali.
3. To find the solutions of teaching English vocabulary to the fifth grade students of SD Negeri 2 Canden, Boyolali.

C. Benefits

This report is expected to be beneficial to:

1. The Readers
The writer wishes that this final project report can be useful for the readers who need additional information about teaching vocabulary.

2. The English Teacher of SD Negeri 2 Canden

The writer wishes that this final project can give contribution to the English teacher of SD Negeri 2 Canden, Boyolali in increasing the quality and capability of the students.
CHAPTER II
LITERATURE REVIEW

This chapter consists of many literature reviews about teaching vocabulary to young learners, such as the meanings of teaching and learning, some characteristics of young learners, and teaching vocabulary. Besides, we will talk about the teaching methods and the methods of teaching vocabulary.

F. The Meanings of Teaching and Learning

In the Free Online Dictionary, teaching is the activities of educating or instructing; activities that import knowledge or skill. Brown (2000:7) argues in Principle of Language Learning and Teaching that 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 understand (p. 7).

Kerrisha Gayle states that learning is a process of Mental, Physical and Spiritual development. Development is advancing and growth. Development is proof that learning has taken place. One has to apply him or herself to a given situation and or context in order for learning to occur. (www.definitionoflearning.com).

Teaching and learning are very different. Teaching is used to help the individual to learn. The activities and operations carried out by the teacher to facilitate the learning process. Teaching is instruction, or transferring knowledge from one to another. Learning is receiving that knowledge and committing it to
memory. Therefore, it can be concluded that teaching is to import knowledge or skill. Beside, learning is to acquire knowledge or skill by study. (www.WikiAnswers.com).

B. Young Learners

Students of elementary school can be called young learners. In relation to this, Sarah Philips says that young learners mean children from the first year formal schooling (five or six years old) to eleven or twelve year’s age (1996: p.5). While Scott and Ytreberg state that there are two main groups of children. They were five to seven years old and the eight to ten years old.

Young learners are different from adult learners. Scott and Ytreberg mention some characteristics about them such as:

a. Children of five years old are little children.

b. They ask question all the time.

c. They rely on spoken words as well as physical words to convey and understand meaning.

d. Children have developed sense of fairness about what happens in the classroom and begin to question the teacher’s decision.

e. They are able to work with others and learn from others.

Halliwel (1998: p.3-4) gives his opinion about the characteristics of young learner such as:

a. Children can interpret meaning what they hear and read without understanding the individual words.
b. Children are easier to learn indirectly than directly.

c. Children take great pleasure in finding and creating fun, what they do.

Based on the opinion above, it can be concluded that the students of elementary schools are defined as young learners. They have special characteristics. They need more fun and interested in their teaching and learning process. Besides, they also ask questions all the time because they are active persons. The teachers have to be ready to face their entire act in a class.

C. Teaching Vocabulary

According to Hatch and Brown, vocabulary is a list or set of words in a particular language or words that individual speakers of language might use (1995: p.1). Hornby states that vocabulary is the total number of the words that (with rules combining them) make up a language makes another statement (1984: p.959).

Based on the definitions above, it can be concluded that vocabulary is a basic component to learn foreign language. It can be used to develop English as a foreign language.

As we know, it is taught in elementary, junior, and senior high school even university. It plays important roles to support other language skills, such as listening, speaking, reading, and writing. Nation (1993a: p.6) states if a learner has sufficient vocabulary then another component is easy.

If learners do not know vocabulary, they may find a difficulty in understanding the message in the text. Some authors, led by Lewis (1993) argue
that vocabulary should be at the centre of language teaching. Michael Mc Carthy, a lecturer of Modern English language in University of Nottingham, says in his book *Vocabulary*. “The biggest component of any language course is vocabulary. No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just can not happen in any meaningful way. Yet vocabulary often seems to be the least systematized and the least systematized and the least well catered aspects of learning a foreign language.” L2 means foreign language that is used as second language in a country.

Allen (1983) says, “Students who do not learn grammar along with vocabulary will not be able to use the language for communication”. In a book entitled Vocabulary Expansion, Dorothy Rubin (1991) states, “A good vocabulary and good reading go hand in hand. If you do not know the meaning of words, you will have difficulty in understanding what is read. And the more you read the more words you will add to your vocabulary”.

From what the experts said, it can be seen that vocabulary is an important aspect in teaching and learning a language. Without it, people cannot master English language.

**D. Teaching Methods**

A method is a plan for presenting the language material to be learned and should be based upon a selected approach. In order for an approach to be translated into a method, an instructional system must be designed considering the
objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students and the roles of teachers. There are many methods of teaching languages such as:

1. **The direct method**

   The *direct method*, sometimes also called *natural method*, is a method that refrains from using the learners' native language and uses the target language. The direct method operates on the idea that second language learning must be an imitation of *first language* learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language.

   This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching. Such methods rely on directly representing an experience into a linguistic construct rather than relying on abstractions like mimicry, translation and memorizing grammar rules and vocabulary.

2. **The Silent Way Method**

   The *Silent Way* is a discovery learning approach, invented by Caleb Gattegno in the 1950s. It is often considered to be one of the humanistic approaches. It is called the *Silent Way* because the teacher is usually silent, leaving room for the students to talk and explore the language. The students are responsible for their own learning and are encouraged to interact with one another. The role of the teacher is to give clues to the students, not to model the language.
3. The Grammar Translation Method

The grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. Most instructors now acknowledge that this method is ineffective by itself. It is used in the traditional instruction of the classical languages. Grammar makes it possible for each one to understand how the mother tongue functions, in order to give him the capacity to communicate its thought.

From definition above, it can be concluded that if the teachers use this method, they will use two languages (source and target language) in the teaching and learning process.

4. Communicative language teaching

Communicative language teaching (CLT), also known as the Communicative Approach, emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. Although the 'Communicative Language Teaching' is not so much a method on its own as it is an approach.

5. The audio-lingual method

This first version of the method was originally called the oral method, the aural-oral method or the structural approach. The audio-lingual method truly began to take shape near the end of the 1950s, this time due government pressure resulting from the space race. Courses and techniques were redesigned to add
insights from behaviorist psychology to the structural linguistics and constructive analysis already being used. Under this method, students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. The idea is that by reinforcing 'correct' behaviors, students will make them into habits. (http://en.wikipedia.org)

E. Methods of Teaching Vocabulary

Joseph Pettigrew gives his opinion about the methods of teaching vocabulary:

1. Pictures

It allows the student to associate an English word with an image common to most cultures. Visuals are a valuable aspect of teaching the English language because they provide a similarity apparent to the majority, if not all, of the students in the class and it creates a unified recognition of the material being presented.

2. Games

The students will learn from one another. Games suggested for use are those using pantomimes, crossword puzzles, categories, passwords and drawing pictures. Scoring and other means of praise and rewards promote motivation and enthusiasm among the class.

(http://www.tesolcourse.com)
Wendy and Lisbeth (1990:2) give their opinions about the rules in language teaching of children such as:

1). Most activities of young learners should include movements and senses.

2). Teachers will need to have many of objects and pictures to work.

3). Teachers must demonstrate what they want to do.

4). Teachers should make up rhymes; sing a song, experiment with words and sound.

5). Reading and writing are important to children.

Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga (From ‘Asian EFL Journal’ - December 2003) state, “Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.”

Lewis (1999) gives his opinion about the importance using games in the class:

1. Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.
2. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.

3. The game context makes the foreign language immediately useful to the children. It brings the target language to life.

4. The game makes the reasons for speaking plausible even to reluctant children.

5. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

6. Even the students can participate positively.


If young learners work in groups, it will help them learn independently. They can exchange knowledge, ask each other to explain unknown items. They also have to discuss and make some decisions. Besides students can be active persons. They can talk about their holiday, impressions, good memories, etc.

The teachers can use many methods in teaching English to young learners. They have to use the method according to the characteristics of their students. They can use teaching media, song or work in groups to make their students do not feel bored in the class.
CHAPTER III

DISCUSSION

In this chapter, the writer will focus on writing the activities done during the job training. There are three subchapters, i.e.: the brief history of SD Negeri 2 Canden, the job training activities, the process of teaching learning, the problems and the solutions in teaching English vocabulary.

E. The Brief History of SD Negeri 2 Canden

3. School Profile of SD Negeri 2 Canden

SD Negeri 2 Canden is one of elementary schools in Boyolali regency located in Sambi district. It was built in 1979. Its location is strategic because it is near to alternative road which is related to Boyolali and Solo city.

In the beginning, the name of the school is SD Negeri Canden 2. The name means that there are two Canden villages in Boyolali regency. Besides, there is only a Canden village in Sambi sub district but there are three elementary schools in the village. Because of the reason, the name of the school is changed into SD Negeri 2 Canden on August 2007.

The school has six classrooms, two bathrooms, and a teacher office. The teacher office is very large so it is divided into some rooms, such as a dining room, a meeting room, a headmaster room, a school health, two warehouses, and a library. The meeting room also is used to take a rest the teachers. Beside, the
school also has a parking area and a big yard. The yard is used to do sport activities and flag ceremony on Monday.

There are a headmistress, eight teachers, and a school guard in SD Negeri 2 Canden. The teachers are grouped into two groups; they are class teachers and specific teachers. The class teachers are teachers who teach general subject. The specific teachers are teachers who teach specific subject, such as English, religion, and sport subjects.

OFFICE ROOM MAP

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1 : Dining room       4 : ware houses
2 : Headmistress room  5 : Library
3 : School Health Unit 6 : Meeting room

There is a room behind the meeting room. In the beginning, it was used as a library but there was no teacher who wanted to arrange it. Therefore, the books of the library were moved to every class. In the class, the books are put on the
teacher’s desk. Because of the condition, every class in SD Negeri 2 Canden has a library in its.

2. Vision and mission of SD Negeri 2 Canden

a. Vision

The school desires to improve the human resources quality.

b. Mission

1) The school increases the quality of teaching learning activities.

2) The school does teaching learning activities that are active, creative, and fun.

3) The school desires to develop the students’ ability according to their talent.

4) The school carries out comprehensive guidance oriented to produce a good character and behavior.

B. JOB TRAINING ACTIVITIES

4. Class Observation

During the job training, the writer held a class observation including the class facilities and teaching activities by the English teacher in the class. The aim of the activity is to know any information needed about the school, it was used to help the writer in teaching English lesson to the students. The observation was done on February until March.

The English lessons are taught from 3rd grade up to 6th grade as a compulsory lesson. It is taught for 60 minutes once a week for every class. The
writer taught the three classes. In this job training, the writer focused on the fifth grade class as the main observation because of their character. Actually, most students of the third grade are passive persons. It is different to the character of the fourth grade. Most of them are talkative and hyperactive students. The fifth grade students have characteristics both of the two classes. Some students are passive and the others are hyperactive persons. Therefore, the writer focused on the fifth grade class. The writer wanted to know how to handle them so it could be an example to handle the other classes. In the fifth grade, the English lesson taught on Thursday from 07.30 until 08.30. There are 23 students; 13 boys and 10 girls in the class.

In observing the way the English teacher taught English lesson, the writer found that the English teacher used KARTIKA and KAMUS IDEAL GRAMMAR AND CONVERSATION. The theme taught was “days”.

After having prayer and greeting the students, the English teacher introduced the writer to the students. Then the lesson began by reviewing the last material before giving the next material. The English teacher gave some questions about the last material and questions about days. The English teacher gave a song to make them more understand in learning days.

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday
Sunday Monday Tuesday Wednesday
Thursday Friday Saturday
The English teacher asked the students to listen how he sang the song and pronounced the words. Then the students repeat it after him. They sang the song together many times. They discussed and the teacher explained the meaning of the words.

The English teacher took some exercises in KARTIKA, discussed the questions with the students so they would know how to answer the questions. Before ending the lesson, he gave some home works to the students taken from KARTIKA. He ended the lesson by saying thank you and goodbye.

5. Making the lesson plan

Before teaching the English lesson, the writer made a lesson plan. It has function to make the writer easy to teach English lesson. The lesson plan is divided into four skills; they are reading, listening, speaking, and writing. The lesson plan is easy because the writer wanted the students to understand the material given by the teacher. In each lesson plan, the writer took the materials from the students’ book so it will make the materials appropriate with the students’ condition in learning English.

Although the lesson plan had helped the writer very much in managing the material and time for teaching, external factors that happened during the lesson could interrupt it.

6. Facilities

The fifth grade class of SD Negeri 2 Canden has the basic facilities to hold the teaching-learning process, such as tables and chairs for students, one blackboard, a teacher’s desk, and a chair for teacher. Besides, there are a bookcase
to keep the utensils of teaching, such as chalks and eraser. This class also has a
clock, cleaning tools, pictures, and the students’ reports. Beside, there are many
glasses and toothbrushes on a table located behind of the class. It is used to clean
the student’s teeth after having eaten.

Unfortunately, there is no ELT facility to support the English teaching
learning. It is easier if the teacher used the facilities such as television or tape
recorder. The facilities and media to teach English in SD Negeri 2 Canden are
limited. There is no television, language laboratory and LCD. It only has a tape
recorder. It is put on a desk in the teacher office. The writer could not bring it to
to the class because there is no electric current in each class.

C. The Process of Teaching English Vocabulary to the Fifth Grade

Students

C.1. The steps in teaching process to the fifth grade

In the teaching process to the 5th grade students of SD Negeri 2 Canden,
the writer (as the teacher) must be patient both in explaining the materials and in
handling the students. Therefore, the teacher could teach them slowly until the
really understand what they had learned. After they could understand each
material in the book, the teacher continued the lesson to the next material.
Referring to the lesson plan, the steps taken to teach the students are as follows:

4. Warming up

Before the teaching learning process, the teacher greeted the students to
study.
The teacher said: “Good Morning, students”

The students answered: “Good Morning, Miss.”

The teacher asked: “How are you this morning?”

The students answered: “I am fine. Thank you. And you?”

The teacher answered: “I am fine too. Thank you.

After the greeting, the teacher asked the students about their list attendance. If there is a student who is absent, the teacher asked why the student is absent.

The teacher would ask, “Who is absent today?”

If there were no students absent, the students would answer, “No one, Miss”.

5. Presentation

In this session, the teacher continued with presentation. The teacher introduced the material without telling to the students what the topic about is. The teacher used pictures to make the students more attractive in the teaching-learning process. She asked the students (in English) to guess the name of the pictures in English.

These are some pictures used by the teacher in teaching vocabulary.

PLANE  BICYCLE  PEDICAB  HELICOPTER/CHOPPER
The teacher showed the pictures one by one. The students had to answer it.

The teacher: “Students….do you know what picture is it? (While the teacher show a picture)

The students: “Plane.”

In the beginning, the students could answer it together and only answered it in a simple answer. The teacher showed the pictures one by one many times. The teacher also gave the translation of each vocabulary, so that the students could understand easily.

After they could mention many pictures correctly, they had to answer it one by one. The teacher called a student to say the correct answer.

After that, the teacher asked them to open their book, KARTIKA on page 14 and 15. They could see many kinds of transportation there.

After the students understand deeply, the teacher asked them to answer it in a correct answer such as “It is a plane”. Many students answered it in the wrong
sentence; sometimes they forgot the name of the pictures even how to pronounce
the words. Then the teacher gave the right answer.

The teacher said: “Oh, no. You are wrong. If we want to answer it, we have to say:

“It is a plane.”

Then the teacher explained how to say it in the correct answer. Beside, the
teacher also translated it in Indonesian. Therefore, the students would understand
deeply and could answer the questions well. The teacher also explained how to
read and write it in the right sentence. Besides, the teacher said some words about
transportation and then the students repeated it together.

6. **Production**

   After the students understood about the materials, the teacher asked the
students to do exercises on page 21 until 23. They could do that in their house.

C.2. **Attractive learning to the fifth grade students**

   The fifth grade students of SD Negeri 2 Canden loved playing all the time
although they have a lesson in the class. There were boys walked around the class,
talked to their friends, played cards, etc. It would make them have short attention
in listening to the lesson. Therefore, the teacher did a game and gave them a song
to make them more interested in learning English.

3. **Games**

   In the first game, the teacher asked them to memorize vocabularies about
transportation. The teacher gave specific allocation time to memorize the
vocabularies. All of their books must be closed. The students competed to be the
first in memorizing in front of the class. If they forgot something, the teacher would not give the right answer, but she gave clue or chance for them to remember it or she asked them to discuss with the others.

In the second game, the teacher divided the students to four groups and explained the rules of the games. The games would do twice, two groups one would do the games first. The other groups waited for their chance. Each group had to arrange transportation puzzle well and looked for the right answer in the transportation square.

This is the example of the puzzle.

Each group would accept pieces of pictures in an envelope. An envelope consisted of five pictures. Each student from each group had to arrange it correctly.

This is the example of the transportation square.
After the students could arrange it correctly, they had to find a word that appropriate to the pictures in the transportation square. They could make a line or a circle in the transportation square. It could be vertical and horizontal. They had to do it one by one until all of the puzzle could be arranged correctly. Only the fastest one who finished their job would be the winner. The teacher would give a prize to the winner and motivation to another group.

In the next session, the teacher also did a game in the class. The rules were similar to the first game, i.e. the groups and the transportation puzzle. Yet, there was no transportation square. The students had to speak the right answer after they could arrange the puzzle correctly. Then, they must write it on the blackboard in front of the class. After that, the teacher discussed the right answer with the students. A group that could right answers more than the other groups would be the winner. They choose the winner together.

4. Song

In order to make the students more interested in learning English, the teacher used song. The teacher sang the song first and repeated it many times to make them could sing it.

*Up and down and shake shake shake*

*Up and down and shake shake shake*
Shake to right and shake to the left

Up and down and shake shake shake

The teacher also gave the example dance to the students while they sang the song. Then she asked them to practice it together. They must sing the song and dance. Actually, the song was not related to the material but it could make them more spirit to learn English.

They did it several times. After the students could do that, the teacher asked them to do it faster than before. The action made the students felt confused but they were happy. It could see from their smile and their request to repeat it together. Beside it could make them more attractive in learning English.

D. The Problems And The Solutions in Teaching Vocabulary to the Fifth Grade Students

D.1. The Problems in Teaching Vocabulary to the Fifth Grade Students

The writer (as the teacher) found some problems in teaching vocabulary to the 5th grade students, namely:

a. The condition of the students

The English lesson began after taking prayer. The teacher asked the students to take their books and open the books on the last page from the previous meeting. Problems soon arose. Some students did not bring their books. When some students said there was homework from the last meeting, other students said they did not do it yet. Because of it, the teacher gave them ten minutes or more until they were ready to learn.
b. The characteristics of the students

The students were hyperactive students. While the teacher explained the materials of the lesson, some of students were not listening. There were many activities done by the students. For examples, they often walked around the class, talked each other, played with their toys, and disturbed their friends. The bad attitudes could influence other students. The teacher stopped explaining for several times to handle them. Beside each student has his or her own characteristic. Some of the students were talkative and some of the students needed more attention to be active in the lesson.

c. The limited time for teaching

Because of some conditions mentioned above time for teaching became less. The time given for English lesson for each meeting was 60 minutes. The teacher had tried to manage those short periods by arranging lesson plan. Unfortunately, managing the students also needed time. For the reason, time for explaining the material became shorter than the teacher expected. Therefore, the teacher had to add more meetings.

d. The students’ ability in remembering the letters of the words

The fifth grade students of SD Negeri 2 Candlen only learnt English subject when it was taught at school. It could be seen from their progress in memorizing the vocabulary. Besides, they cannot remember the letter of the words. It happened because they were trained in listening the words rather than practicing to write the letters. The students often made mistakes in writing the English
words. They still considered that the English words have the same letter with Indonesian language. It happened most to the students.

D.2 The Solutions to Handle the problems in Teaching Vocabulary to the Fifth Grade Students

According to the problems above, the writer (as the teacher) tried to solve the problems based on her observation during the job training. The solutions are described as below:

1. The condition of the students

To handle this problem, the students had to be active and discipline. They should know when it was time to play and time to study. They should listen to the teacher explanations so it would not need extra time to teach the materials. It is the teacher’s job. Beside the teacher gave points to handle their attitudes. One point was given they listened and did what the teacher said to do. Students who got more points showed that they were good students. It was encouraging other students to get more points in the next meeting. In the final meeting, the teacher could give some rewards to the good students.

2. The characteristics of the students

Encouraging the students’ attitudes and characteristics, the teacher gave more attentions to them. There were active and passive students in accepting the lesson. The teacher could walk around the class to see the students’ work and help the students who found any difficulties. Besides using games and pictures were effective ways to attract the students’ attentions. It would make them more relax.
and fun in learning English. In the teaching process, the teacher could try to explain not in rush. When they started to talk with their friend, the teacher could give them a question.

3. The limited time for teaching

The process of making lesson plan should be revised. The teacher not only thought about the time to give the lesson but also thought about the time to manage and handle the students. The teacher added an extra time in handling unexpected behaviors. By giving an extra time, the teacher hoped that the process of teaching and learning would not be interrupted.

4. The students’ ability in remembering the letters of the words

Remembering new letters of the words and vocabularies at the same time is not easy. To solve the problem, the teacher taught the vocabulary by reading in order to introduce the words and the letters to the students. The teacher also asked the students to make notes in their notebook. Sometimes, the teacher used pictures or flash cards to make the students easier to remember the letters of the words.
CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

C. Conclusion

From the problem statement and the discussion, the writer concludes as follows:

There are three steps in teaching, i.e. warming up, presentation, and production. In warming up, the writer the teacher greeted the students before the teaching learning process and asked the students about their list attendance. After that, the writer continued the second step named the teaching and learning process. She taught the new material to the students. She used some pictures, did a game and gave them a song in the class to make them more interested in learning English. In the last step, she asked them to do some exercises in their LKS.

Teaching English vocabulary to the fifth grade students of SD Negeri 2 Canden had some problems. The teacher explained some points about that such as the students’ condition, their characteristics, the limited time for teaching, and their ability in remembering the letters of the words.

According to the problems above, the writer tried to find the solutions. In the first problem, the teacher had to make the students be active and discipline. She could give them more points in handling their attitudes. To face the next problem, the teacher had to make good situation in the class. She gave more attentions to them, walked around the class, and explained the material not in rush. Besides, using pictures, games and song are the examples ways to attract the
students’ attention and motivation. It can make the students more relax and fun in learning English language. In the third problem, the teacher had to revise the lesson plan so she could manage the time well. To solve the last problem, the teacher could ask the students to make notes in their notebook and used pictures or flash cards to make the students easier in remembering the letters of the words.

### B. Recommendations

Based on the conclusions that have been given previously, the writer wants to give some recommendations as follows:

1. **The English teacher of SD Negeri 2 Canden**

   The teacher should play the roles during the class. The teacher should be able to manage the class and control the students in order to make the class conducive. Besides, teaching students of elementary school (young learners) need some variations to create the class fun and enjoyable. Remembering that young learners are easy to get bored, creating something fun in teaching them is important to keep the students’ attention.

2. **To the institution, SD Negeri 2 Canden**

   SD Negeri 2 Canden should be more concerned to the English teaching and learning activity. It is better if the school can provide some supporting facilities to meet the demands in English teaching-learning activity. Any kinds of game tools such as flash cards, puzzle boxes, English book story, replica can excite the students’ interest in learning process. Besides, the school can provide
some colored pictures series because the use of pictures is quite enough in delivering the materials to the students.

3. To the English Diploma Program

It is important for the program to improve the facility that students need in doing the final project such as reference books. Besides, the program can have cooperation with the other institution to help the students do the job training so the students can be monitored easily.
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