

**METHODS USED IN TEACHING ENGLISH  
VOCABULARIES TO THE 4<sup>th</sup> GRADE STUDENTS OF  
SD JAMA'ATUL ICHWAN SURAKARTA**



**FINAL PROJECT REPORT**

Submitted as a Partial Requirement in Obtaining Degree in English Diploma  
Program, Faculty of Letters and Fine Arts Sebelas Maret University

By:

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

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Final Project report : **“METHODS USED IN TEACHING ENGLISH VOCABULARIES TO THE 4<sup>TH</sup> GRADE STUDENTS OF SD DJAMA’ATUL ICHWAN SURAKARTA”.**

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MOTTO:

*What you learn after you know is the important.  
(John Wooden).*

*By learning you will teach, by teaching you will  
learn (Peribahasa Latin).*

*Patience is a key of success (Writer).*

## DEDICATION

*This Final Project Report is sincerely dedicated to:*

*My Deceased Father*

*My Beloved Mother and family ♥*

*Heri Cahyono ☺*

## PREFACE

First of all, the writer would like to present enormous thanks to Allah SWT who has given blessing and strength during the writer finishing the study of English Diploma Program, Faculty of letters and Fine Arts, Sebelas Maret University.

Secondly, the writer would like to say a lot of thanks to everyone who has given guidance and contribution to accomplish this final project report that is entitled **“Methods Used in Teaching English Vocabularies to the 4<sup>th</sup> Grade Students of SD Djama’atul Ichwan Surakarta”**.

This final project report systematically describes the methods used in teaching English vocabulary to the fourth students of Elementary School. This final project report is also to find the problem that is faced by teacher and to find the solution to problem in applying the methods.

Finally, the writer realizes that this final project report is far from being perfect. Therefore criticism and suggestion are highly welcome to improve and to enrich the writer’s knowledge. The writer expects that this final project report will be beneficial to the readers.

## ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin...

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Mila and Nurfa, keep spirit sisters...🙏!!!

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12. AD 4270 PS that always accompanies the writer to go to the campus.
13. Everyone who can not be mentioned one by one who helps the writer in completing this final project report.

The writer expects this final project report can be one of references for the readers who want to improve the methods of English teaching vocabularies.

Surakarta, July 2009

Fera Eka Bayuwati

## ABSTRACT

**Fera Eka Bayuwati. 2009. Methods Used in Teaching English vocabularies to the 4<sup>th</sup> Grade Students of SD Djama'atul Ichwan Surakarta**, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report explains the methods used in teaching English vocabularies to the 4<sup>th</sup> Grade students of SD Djama'atul Ichwan Surakarta. The data of this final project were collected through interview and literature study. The interview was done by the writer to the headmaster, curriculum staff and English teacher. Literature study was done by the writer by reading and studying some resource books and references that related to the object of discussion.

The methods that were used by the writer are Grammar Translation Method and Direct Method. In Grammar Translation method the teacher has students to translate the target language into mother tongue. Meanwhile in the Direct method the teacher uses some techniques of introducing English vocabularies through picture, realia and game.

The result of the discussion of this final project is the description of the methods used in teaching English vocabularies for primary students. It is also to describe the problems faced by the teacher in applying method of teaching English and to find out the solutions of using methods of teaching English vocabularies to the 4<sup>th</sup> grade students of SD Djama'atul Ichwan Surakarta.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

English is an international language that many countries use for communication throughout the world. The reasons why people use English as the global communication are to run the fields of business, politics, economics, technology and tourism. Hereby, English has been a means of making international relationship to fulfill the lackness of every country's needs. In addition, language plays an important role in doing activities in all aspects of human life. In this world we can find about 45 millions native speakers who talk in English language and there are about 90 countries which admit that English has become a universal language for communication. Inevitably, the existence of English has greatly influenced the development of many countries in this world.

In the short coming time, English will become the most important language used to face Trade Liberation. Every nation in the world will have a big chance to compete and improve the development of their country. The increasing of English as the language of International relation in trade, science, technology, tourism and diplomacy has brought its own consequences for curriculum development (Richard, 1990:239).

In Indonesia, English has been taught in formal school as the first foreign language besides Arabic, Mandarin, Japanese, and French. English is not only given to the high level students but also to the low level ones. English in high

level students is the main objective of instruction. It provides the students with good command of English so that they are able to participate in various academic activities, most of which are conveyed in English. Meanwhile, base on the Ministry of Education 060/ U/1993, English in Elementary school, is served as the additional subject in the local-base curriculum that is decided in the condition of environment, social, culture and the availability of competent English teacher (Suyanto, 2007:5).

That is why the teaching English to the students of Elementary school is very popular and it compels the English teacher to create English learning and teaching process acceptable. Teaching English to the elementary students needs some methods, materials and media in order to make the learning process effective. So the teachers of the beginners are challenged to make English class intelligible and enjoyable because the target is the young learners. Various methods and good media in delivering English class will make the students abolish their perception that English is the new difficult subject at the class; moreover, the students will be eager to enlarge their knowledge of English.

Considering this case, the writer encourages herself to apply some of theoretical methods in the real English teaching process in the regular classes. The methods of teaching English were employed by the writer in one of non-governmental elementary schools that is SD Djama'atul Ichwan Surakarta. Herewith, the writer presents this final project that is entitled **“Methods used in teaching English Vocabularies to the 4<sup>th</sup> Grade Students of SD Djama'atul Ichwan Surakarta”**.

## **B. Objectivess**

1. To describe how the methods are used in teaching English vocabularies to the 4<sup>th</sup> grade students of SD Djama'atul Ichwan Surakarta.
2. To describe the problem that is faced by the teacher in teaching English vocabularies to the 4<sup>th</sup> grade students of SD Djama'atul Ichwan Surakarta.
3. To find out the solution to the problem in teaching English vocabularies to the 4<sup>th</sup> grade students of SD Djama'atul Ichwan Surakarta.

## **C. Benefits**

The writer expects this final project report could be beneficial for:

### **1. The Teacher of SD Djama'atul Ichwan Surakarta**

This final project is expected to give useful input to the English teacher in applying the methods of teaching English vocabulary to the 4<sup>th</sup> grade of students of SD Djama'atul Ichwan Surakarta.

### **2. The English Diploma Students, Sebelas Maret University**

This final project is expected to be the input for the students of English Diploma Program especially for the teaching major.

### **3. The Reader**

This final project is expected to be one of considered references in applying the methods used in elementary school

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Definition of Teaching**

According to Brown the definition of 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 (Brown, 2000:7).

From the definition above it can be concluded that teaching is the activity of giving knowledge to the students and help the students to get the input of what they have to learn. The role of teacher in teaching a foreign language is very important. Teacher is also the most dominant factor for the success of learner. There are some definitions of the teacher role stated by Suyanto. They are defined as follow:

1. the teacher is a guide, teacher should have good relationship with the students and create enjoyable learning process.
  2. the teacher is a helper that helps and gives the solution to the students' problem.
  - 3 the teacher is a model, who gives example in using foreign language. For that reason the teacher should have adequate English language skill and give the example of using English language correctly in the grammar, intonation, pronunciation and word diction.
- (Suyanto, 2007:34).

It can be concluded that the teacher has an important role as a facilitator for the students. When teaching English the teacher must try hard to make the class as interesting as possible. The teacher should give a right example of using foreign language to the students. Besides, the teacher has to make the students active in using the foreign language in the class.

Teaching a foreign language can be given to all people, especially for whoever has a high motivation to learn it. The effective and better period of teaching foreign language is in the early age. Brumfit, Moon and Tongue state that there are some reasons for teaching foreign language of English to primary level. They are:

1. the need to expose children from early age to understanding of foreign culture.
2. the need for maximum learning time for important language.
3. the need to link communication of understanding of new concepts.

(Brumfit, Moon and Tongue, 1991: vii)

It can be concluded that the children need a foreign language for the reason of the children need to understand foreign culture in early age, to learn foreign language takes a long time, and the last reason is that the need to communicate of new concepts that they possibly meet in the society. That is why it should be given to the students as early as possible.

## **B. Definition of Learning**

Learning according to Brown is “Acquiring or getting something of knowledge of a subject or a skill by study, experience or instruction” (Brown,

2000:7). But learning according to Klein can be defined as “an experimental process resulting in a relatively permanent change in behavior that can not be explained by temporary states, maturation or innate response tendencies” (Klein, 1996:2). Then Brown gives more explanation of learning namely: a) Learning is acquisition or “getting” b) Learning is retention of information or skill, c) Retention implies storage system , memory, cognitive, organization, d) Learning is relatively permanent but subject to forgetting, e) Learning involves some forms of practice, perhaps reinforce practice and learning is a change in behavior (Brown, 2000:7).

In the definition above, people know that learning greatly influences the students’ inputs. It can reflect a change in the students’ behavior and the changes behavior poses relatively permanent. The success of learning process is not only the teacher’s responsibility but also the learners themselves. Foreign language at this time has also influence in all human aspects, like in science and technology. As a result, it compels people to learn it. Here are the reasons why people learn foreign language.

a) School curriculum

The greatest language students in the world are foreign language included on the school curriculum, whether the students like or not with the foreign language that is taught in the class.

b) Advancement

Some people want to study English because they think it offers a change for advancement in their professional lives.

c) Target language community

A target language community is one where the inhabitant speaks the language which the students are learning; for the students of English, an English-speaking country would be target language community.

(Harmer, 1991:1).

From the points above, it can be concluded that learning foreign language is mostly caused by the curriculum that is given at the school. Furthermore, people want to get a better job and to keep alive by making interaction in the society that commonly uses a foreign language.

In learning foreign language there are also factors that influence the learners' success. One of them is motivation. According to Lim Kiat Boey those motivations are divided into two, namely Instrumental motivation and Integrative motivation. Instrumental motivation is when the students learn foreign language for instrumental purpose; it may be a compulsory school subject. Meanwhile, Integrative motivation is when the students learn second language with the desire to identify himself with the native speaker or to enrich his life by contact with another culture (Boey, 1975:109).

Both motivations indicate that the motivation of the learner also influences the success of learning foreign language. In the Instrumental motivation there is no desire to go beyond the language as a tool to fulfill rather limited purpose. Meanwhile in integrative motivation the student has desire to get the language as a tool of interaction. In summary integrative motivation is more successful than instrumental motivation.

### **C. Definition of Young Learner**

Wendy and Lisbeth state that the children are divided into two groups. They are the five to seven years old and the eight to ten years old. The characteristics of children of five to seven years old are:

1. they can talk about what they are doing
2. they can tell you about what they have done or heard
3. they can plan activities
4. they understand direct human interaction
5. they ask question all the time
6. they have very short attention and concentration span

(Wendy and Ytreberg, Lisbeth, 1999:1)

Teaching students of five to seven years old will face with the situation as described above. The children in these ages commonly are active, like to make interaction and activities with their friends. The teacher needs to choose interesting techniques to deliver the subject because they still have a low capability in understanding what they have heard. Besides, the concentration span of children of five to seven year old is short.

Meanwhile, children of eight to ten years old are relatively mature children with an adult side and childish set. The characteristics of children of eight to ten years old are:

1. their basic concepts are formed, they have very decided views in the world

2. they can tell difference between fact and fiction
3. they ask question all the time
4. they rely on spoken words as well as the physical word to convey and understand meaning.
5. they are able to make some decision about their own learning.
6. they have definite views about what they like and don't like doing.

(Wendy and Ytreberg, Lisbeth, 1999:1)

Children of eight to ten years old can be included into adult, because their ability to think about what in their mind is more complex than that of five to seven years old students do. Besides, they are able to make their own decision of what they have chosen.

There are some advantages of teaching foreign language to the young learner. They are:

- 1) the brain of young learner is more adaptable and the acquisition of language is possible without self-consciousness at an early age.
- 2) the children have fewer negative attitudes to foreign languages and they have better motivation.
- 3) that children language learning is more closely integrated with real communication.
- 4) the children devote vast quantities of time to language learning.

(Brumfit, Moon and Tongue, 1991: vii)

From the information above, we know that teaching foreign language is better done to the children of early age. Because children of early age still have

flexible ability to get the language exposure. They also have good motivation to practice the exposure of foreign language to communicate. Besides, children of early age will have longer time to get the input of foreign language.

#### **D. Definition of Teaching Vocabulary**

Vocabulary is the biggest component of any language course. Michael McCarthy states that “No matter how well the students learn grammar, no matter how successfully the sound of L2 (second language) are mastered, without words to express a wide range of meaning, communication in L2 (second language) just can not happen in many meaningful way” (McCarthy, 1990:8).

So it is clear that vocabulary is very important in learning new language. It can be the main base of making communication. However, if the learners do not master the vocabulary, they will not master the language well.

Meanwhile teaching vocabulary is just presenting new word, but teacher will face many problems in presenting vocabulary. One of them is how to select words to teach. Two general principles of vocabulary selection are frequency and coverage. In frequency we can decide which word we should teach on the basis of how frequency they are used by speakers of language. In coverage, a word more useful if it covers more things than if it only has one very specific meaning so the argument goes (Brown, 2000:154).

From description above, it can be concluded that teaching vocabulary creates problems too, especially in selecting which of the most appropriate word to be presented to the students. But there are two principles that can overcome the

problem of choosing vocabulary. They are frequency and coverage. Both of the principles provide teacher the solution of selecting vocabulary to young learner.

### **E. Method of Teaching Foreign Language**

According to Anthony, method is an overall plan for systematic presentation of language based upon a selected approach (Anthony in Brown, 2001:14). Richard and Rodgers in Brown also state that “a method is an umbrella term for the specification and interaction of theory and practice” (Richard and Rodgers in Brown, 1982:154). It can be concluded method is a generalized set of classroom specification for accomplishing linguistic objectives. It tends to be concerned primarily with teachers’ and students’ roles.

There are affecting factors to make teaching language successful. One of the reflected methods is approach, design and procedures of teaching. Approach includes 2 aspects, namely theory about the nature of language and language learning. Design

can be seen from the aspect of the objective of teaching, a syllabus model, types of learning, teaching activities , learner roles, teacher roles, and instructional material roles. Procedure covers techniques, practices and behavior in the classroom (Brown.2001:14).

From the definition above, it can be concluded that a teacher needs methods in teaching foreign language. Methods can help the teacher to achieve the objectives of teaching. Commonly, a method consists of three factors that would influence the teaching a foreign language. They are approach, design and

procedure that are described above. So, the teacher should concern with the applying of some aspects that are involved in a method.

Methods used in teaching English vocabulary to the young learner greatly influence the result of the students' outputs. These kinds of method can help the teacher in teaching and learning process.

### 1. Grammar Translation Method

The characteristics of Grammar-Translation Method are:

- a. Classes are taught in the mother tongue with little active use of the target language.
- b. Much vocabulary is taught in form of lists of isolated words.
- c. Long , elaborate explanation of intricacies of grammar are given
- d. Grammar provides the rules for putting word together and instruction often focuses on the form and inflection of words
- e. Reading of difficult classical texts is begun early.

(Brown, 2001:19)

The grammar Translation Method focuses in the grammatical rules from the second language to the native language. The application of this method is done by asking the students to translate a text from English into Indonesian. Then the teacher mentions the difficult words that the students do not understand on the board. By using this way the students become familiar with the foreign grammar. This familiarity will also help them to speak and write the better English. The primary goal of this method was to prepare the students to write and read classical material and to pass standardized exam.

### 2. Direct Method

The characteristics of Direct Method are:

- a. Classroom instruction was conducted exclusively in the target language.
- b. Only everyday vocabulary and sentences were taught.
- c. Concrete vocabulary was taught through demonstration, objects and pictures.
- d. Both speech and listening comprehension were taught
- e. Correct pronunciation and grammar were emphasized.

(Brown, 2001:21)

In Direct method, the teacher explains foreign language directly without any translation. The teacher encourages direct and spontaneous use of foreign language in the classroom. The teacher uses L2 to teach both in focusing spoken and written language material of target language. The concrete vocabulary is also taught by showing the real object and picture. The problem that is faced by the students in this method is how to pronounce English words correctly. So in this method the correctness of pronunciation and grammar is emphasized. The use of this method depends on the condition and purpose of learning second language.

### 3. Audio-lingual Method

The characteristics of Audio-lingual Method are summed up in the following list:

- a. New material is presented in dialogue form.
- b. There is dependence on mimicry, memorization of set phrases and learning.

- c. Structural patterns are taught using repetitive drills.
- d. There is much use of tapes, language labs and visual aids

(Brown, 2001:23).

In this method there is a little or no grammatical explanation. This method also uses the modern equipment such as tapes, language labs, and visual aids. There is a great effort to get students to produce error-free utterance. In the classroom, a lesson was organized by grammatical structure and short dialogue. Often the students listened repeatedly to recording of conversation (for example in the language lab) and focus on accurately mimicking the pronunciation and grammatical structures in the dialogue. The success of this method could be experienced by the students who practice the dialogue in off-hour. It is the most effective way to teach foreign languages.

#### 4. Communicative Language Teaching

The characteristics of Communicative language Teaching are:

- a. The classroom goals are focused on all the components of communicative competence.
- b. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
- c. Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- d. students in communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the

classroom.

(Brown,

2001:43)

From the information above, we know that communicative language teaching involves most dominant in the students' activity. The teacher in this method is just as a facilitator who leads the process of studying in the class; meanwhile students have to be active to communicate in the class activity. The goal of this method is centered on the communicative competence including grammatical, discourse, socialistic and strategic to the teaching of second languages that emphasizes interaction as both the means and the ultimate goal of learning a language communicative ability in the classroom, it also promotes the fluency on accuracy.

##### 5. Eclectic Approach

This method consists of a number of possible methodological options at your disposal for tailoring classes to particular contexts (Brown, 2001:40). This method is guided by a number of factors: your own experience as a learner in classroom, whatever teaching experience you may already have had, classroom observation you have made, book you have read and previous courses in the field (Brown, 2001:41).

From the definition above, it can be concluded that in eclectic approach the teacher can combine different other methods like Grammar Translation method, Direct method, Audio-lingual method, and Communicative approach.

The use of eclectic method depends on the condition and the purposes of the learning foreign language.

In summary, the teaching and learning is such a mutual interaction of sharing knowledge between the teacher and students. So the success of learning a foreign language does not only depend on the teacher but also the students. According to some experts, foreign language is better imparted to the children in early age. Since the children cognitive ability to get the foreign language exposure is still flexible. But teaching foreign language to children is not an easy job. For that reason, teacher needs to use some method to make the process of teaching and learning of foreign language interesting. Likewise, teaching English vocabulary to the fourth students of SD Djama'atul Ichwan, the teacher needs method of Grammar Translation method and The Direct method.

## CHAPTER III

### DISCUSSION

#### A. Brief History of SD Djama'atul Ichwan Surakarta

##### 1. Description of SD Djama'atul Ichwan Surakarta

SD Djama'atul Ichwan is one of non-governmental Elementary schools in Surakarta. It was built in 1920 conducted by a moslem figure in Laweyan, subdistrict of Surakarta. At the past time it was not an Elementary school like today. It posed a place where moslem people in Laweyan always held an event of religious speech (pengajian). Gradually it develops to become an Islamic Elementary school of Djama'atul Ichwan. The words of Djama'atul Ichwan itself are derived from the holy Koran. They are *Djama'atul* means assembly and *Ichwan* means Friendship. So Djamaitul Ichwan can be defined as the place where friends of Moslem assemble to study together.

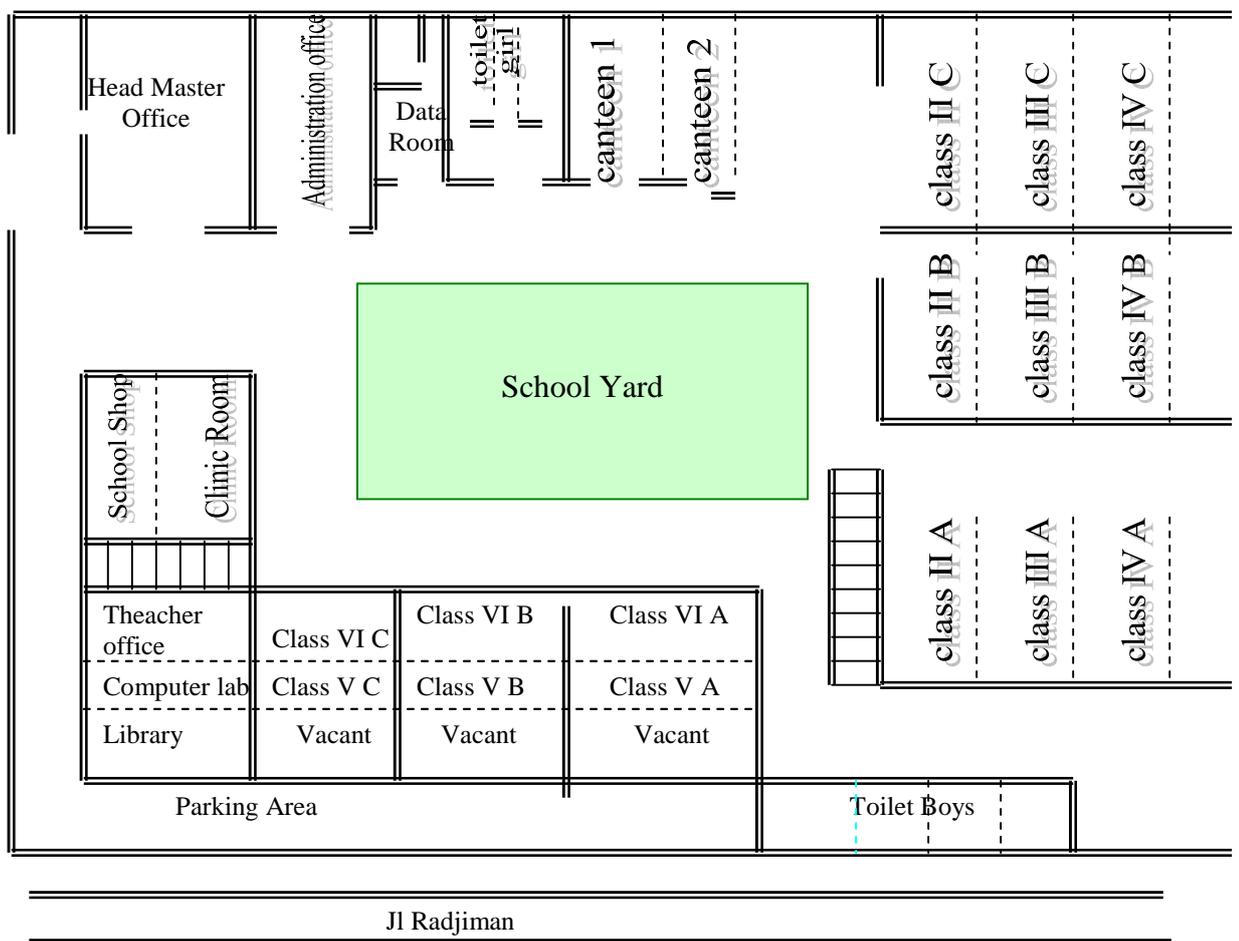
SD Djama'atul Ichwan is divided into two places. The first building is located on jalan K.H Agus Salim No.45 Laweyan, Surakarta. It is a 4<sup>th</sup> storeyed building. This building consists of 15 active classrooms. They are usually used for teaching and studying process; 1 headmaster room; 1 teacher office; 1 clinic room (UKS); 1 library; 1 computer laboratory; 7 toilets for girls and boys; 2 canteens and 3 vacant rooms that will be used as the additional classes in the following year.

The second building is located in Sondakan, Laweyan, Surakarta. This building consists of 6 classrooms; 1 teacher office; 1 bathroom; 1 mushola (a

small mosque); 1 clinic room (UKS) and 1 canteen. This building is used for teaching and learning process particularly for the students of first grade.

### The Sketch of SD Djama'atul Ichwan Surakarta

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Laweyan, Surakarta



## 2. Vision and Mission of SD Djama'atul Ichwan Surakarta

### ❖ The Vision of SD Jama'atul Ichwan Surakarta is :

1. Sebagai pusat pendidikan yang islami, bermutu serta unggul dalam menguasai Iptek dan Imtak.

2. *Mencetak generasi muslim yang cerdas, banyak ilmu dan amal solehnya.*

1. To be the central of Islamic knowledge that has high quality in technological and religious knowledge.
2. To create smart, knowledgeable and good muslim generations.

❖ **The Mission of SD Djama'atul Ichwan Surakarta is :**

1. *Mengupayakan pelayanan pendidikan secara utuh dalam rangka pengembangan pembendaharaan ilmu serta pembentukan sikap, sifat dan jati diri islami.*
2. *Menumbuhkan semangat meraih keunggulan pada semua warga sekolah.*
3. *Mengupayakan fasilitas-fasilitas mendukung bagi terciptanya generasi Islam yang cerdas, banyak ilmu dan amal solehnya.*

1. To provide fully educational service in order to develop the range of knowledge or to form Islamic attitude, characters and values.
2. To grow the spirit of achieving superiority to all the school society.
3. To enable supporting facilities of creating smart, knowledgeable and good muslim generations.

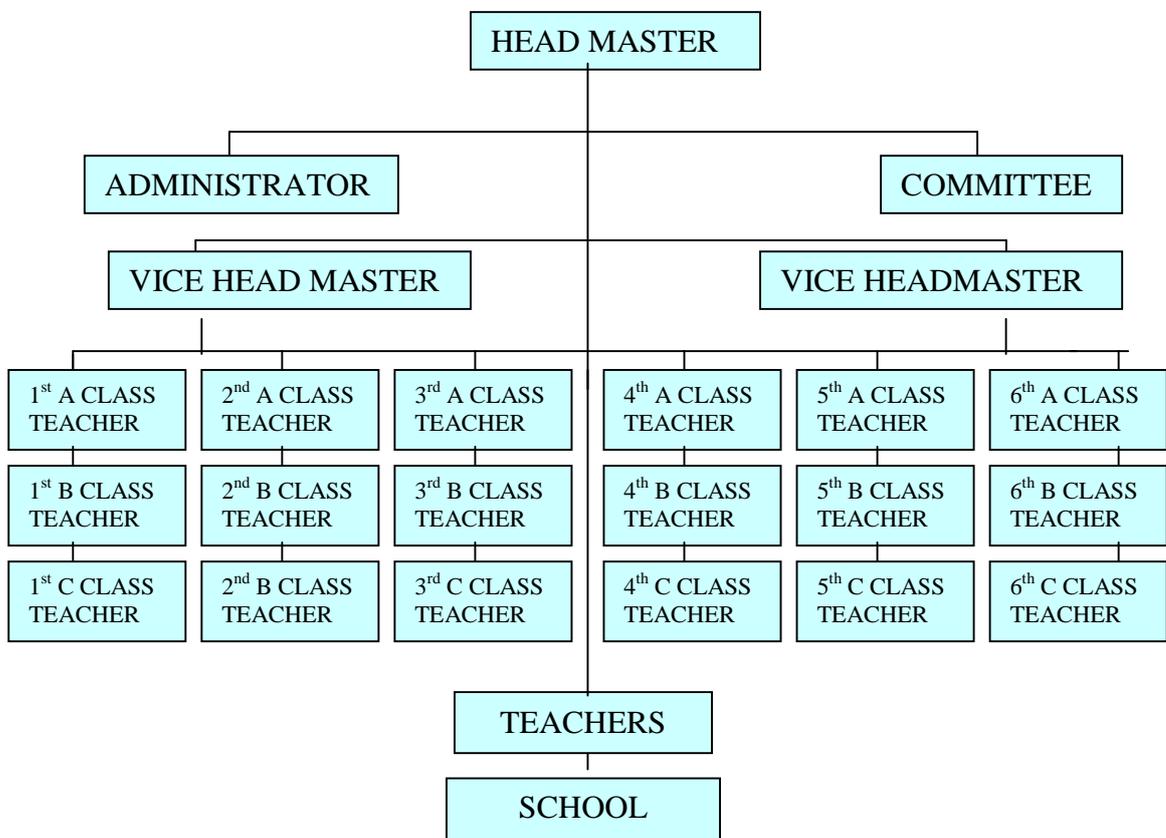
**3. The curriculum of SD Djama'atul Ichwan Surakarta**

SD Djama'atul Ichwan Surakarta has three curriculum based on national curriculum, local curriculum and imtaq curriculum. National curriculum includes mathematics, Indonesian, sciences, civil education, social education and sport

education. Local curriculum involves Javanese language, skill and arts. Imtaq curriculum consists of fiqih, alqur'an hadist, akhidahakhlaq and arabics. Meanwhile English is an addition of local curriculum.

SD Djama'atul Ichwan Surakarta also gives some ekstrakurricular activities to the students. These ekstrakurricular activities have purposes to develop the students' talents and to give the opportunities to the students in improving their creativities. The ekstrakurricular activities which are given namely band music, scouts, traditional dances, Islamic music (rebana), basketball, painting/ batik arts, and reading or writing the holy qur'an words (BTA).

### 3. The Organiasation Chart of SD Djama'atul Ichwan Surakarta



### **Explanation of the Chart**

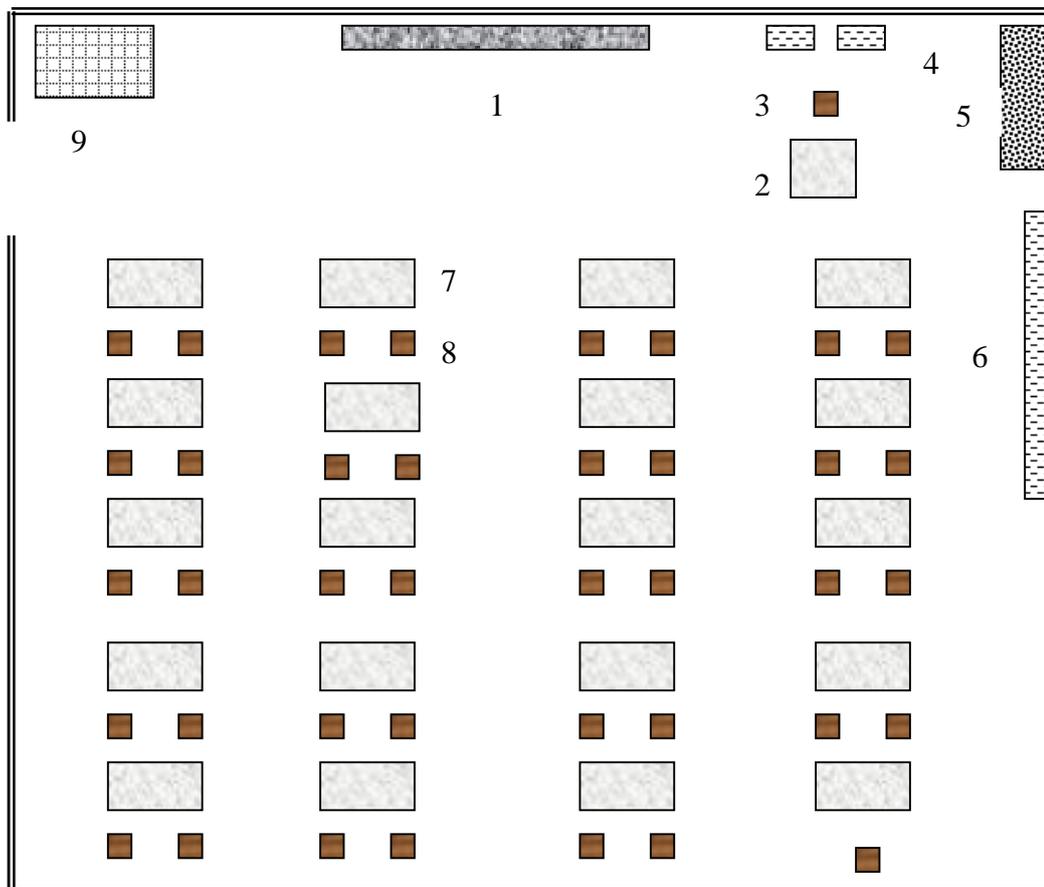
- The headmaster of SD Djama'atul Ichwan has responsibility of overall school operations. He also conducts the school's staffs and teachers.
- The first vice headmaster is responsible for the curriculum of the school. He arranges the schedule of the subjects that are given in the class.
- The second vice headmaster has responsibility to manage the students' problem. He also acts as the counselor of the students' problem.
- Teacher duty is to conduct their own class which includes the implementing of teaching and learning process in the class. There are two teachers who are specialized in teaching English lesson. One of English teachers handles class 3, 4, 5 (in A, B, C) and another handles class 1, 2, 6 (in A, B and C).
- The janitor is responsible for the security and the cleanness of school's environment.

### **B. Class Observation**

The observation was done by the writer for a week during the job training. It started from class 2B on Monday, February 2<sup>nd</sup> 2009. Then she continued to observe class 3 C, class 4 B, class 5B, and last in class 1 C. On February 4<sup>th</sup> 2009 the writer focused on observing class 4B, where the writer would teach English in the following week. The writer observed this class from 07.00 a.m up to 13.30 p.m. Class 4B consists of 39 students which is conducted by Mr. Larso. The English lesson in class 4 B is handled by Miss Yeni. She has been working there

for about 3 years. When teaching English she always uses methods and teaching aids to make her class enjoyable. On Saturday, February 7<sup>th</sup> 2009 the writer did observation in class 1 C. This class is located in second building on jalan Sondakan, Laweyan, Surakarta. The condition of each classroom in SD Djama'atul Ichwan is supportive and comfortable for teaching and learning process. Each classroom has also had quite complete equipments for teaching and learning activity. Especially for the class 4 B, English subject in this class is always served by using available references and teaching aids. So the process of teaching and learning is not monotonous. Here is the formation of classroom 4 B:

**The Formation of class 4 B of SD Djama'atul Ichwan Surakarta**



❖ **Explanation of the picture:**

1. Black board
2. Teacher's table
3. Teacher's chair
4. Class regulation
5. Cupboard
6. Class organization
7. Student's table
8. Student's chair
9. First Aid Kit box

**C. Lesson Plan**

Before the writer taught English to the students of class IVB, she prepared a lesson plan and some references related to the topic that would be delivered to the students. The lesson plan that was made by the writer includes:

A. Motivation Strategies

In motivating strategy the teacher gave a greeting to the class. It was quite necessary for teacher to know the condition of the students before beginning the class. The teacher then reviewed the previous lesson and she began the class by singing a song of "Brother John". This song was used by the teacher because it was related to the topic of verb-ing that would be delivered. Here is the lyric of "Brother John".

Are you ***sleeping***...2x  
Are you ***sleeping***...2x  
Brother Jhon...2x  
Morning bell is ***ringing***...2x  
Ding..dong ding...2x

B. Presentation

The teacher asked the students to prepare the book and to take a list of vocabularies. In introducing new vocabularies the teacher tried to use some

teaching aids like picture, real object and demonstration. Here are the vocabularies that were given from the teacher to the students.

English	Indonesian
Studying	: Belajar
Reading	: Membaca
Writing	: Menulis
Sleeping	: Tidur
Walking	: Berjalan
Standing	: Berdiri
Playing	: Bermain
Running	: Berlari
Sitting	: Duduk
Etc...	

After giving vocabularies the teacher continued to give a grammar note as follow:

Subject	To be	Verb-ing
I	am	Studying
You We They	are	Reading Writing Sleeping
He She It	is	Standing Playing Eating

Example :

- We are **studying** English.  
(Kita sedang belajar bahasa Inggris)
- He is **sitting** on a chair.  
(Dia sedang duduk di kursi)

### C. Practices

The teacher gave various practices in vocabulary drilling. The following practices include BKOF, modeling, joint construction and independent construction:

#### 1. BKOF (*Building Knowledge of field*)

(Exercise in course book *learning by doing* untuk kelas IV, page 99...)

## 2. *Modeling*

- Lingkari *tobe* yang sesuai dengan kalimat berikut!

1. I (are, am, is) singing a song.
2. He (is, are, am) reading a newspaper.
3. Ani and Roni( is, are, am ) playing puzzle.
4. The students (am, are, is) studying in the class.
5. Rini (am, are, is) dancing Gambyong.

## 3. *Joint Constructions*

- The teacher gives a small piece of paper containing “Indonesian vocabularies” and asks students to change into English (impromptu).

## 4. *Independent Construction*

- To make their own sentences of continuous form, 10 sentences (homework).

## D. Assessment

The teacher gave assessment in order to know how far the students understand the lesson that had been delivered by the teacher. The teacher used Independent test’s result as the assessment of students’ learning.

## E Closing

The teacher closed the class a few minutes before the time is up. She reminded the students to study at home and asked to memorize the vocabularies of verb-ing. The teacher then said good bye. This lesson plan was used for two sessions. The English teacher had the writer teach vocabularies in the first session. English grammar could be continued in the second session. It then was followed by some practices and homework.

## **D. The Methods Used in Teaching Vocabulary to the 4<sup>th</sup> Grade Students of SD Djama'atul Ichwan Surakarta**

Teaching English to the four year students need methodology that can make the process of learning of foreign language successful. Barring of it, the writer encourages implementing two methods in presenting vocabulary in the class. The first method that is used by the writer in the class is Grammar-Translation method. This method focuses on the grammatical rules as the basis of translating from the second to the native language (Brown, 2001:109). The second is Direct method. In the Direct method, the second language learning should be more like first language learning. There are a lot of oral interactions, spontaneous use of language and little or no analysis of grammatical rule (Brown, 2001:21). The following discussion is the implementation of method used in teaching vocabulary to the fourth students of SD Djama'atul Ichwan.

### **1. Applying The Grammar-Translation Method**

Grammar Translation Method had been used by the writer to teach English vocabulary to the 4<sup>th</sup> grade students of SD Djama'atul Ichwan during the job training. In this method the writer needed teaching aids like a blackboard. She wrote a list of vocabulary of verb-ing on the blackboard together with its meaning. The vocabularies that were written by the teacher stated in the lesson plan above. In this conventional technique the students had to write them on their book. It was such a note of verb-ing that the students could use for studying at home. After

giving a note, the writer asked them to listen and to repeat what the teacher said, for example: the teacher says “*sitting*” then the students mimic it. Then the teacher says” what is the meaning of “*standing*” in Indonesia?” the students answered it “berdiri”. This was a light step that the students asked to translate English single words from the target language into mother tongue. The using of this step tended to make learning English vocabulary was easy for students. Then the writer gave more complex step by introducing simple grammar. In this complex step, the writer asked the students to translate a whole sentence of English into mother tongue. The text was just taken from the lyrics of “*Brother John*” that they had sung in the early class. The presentation is described in the following example:

- T :” What is the meaning of ‘*morning bell*’?”  
Ss :” Bell pagi”  
T :” Good, then ‘*ringing*’?”  
Ss :” Berbunyi”  
T :” So, what is the meaning of ‘*morning bell is ringing*’?”  
Ss :”*Bell pagi sedang berbunyi...*”  
T :” Excellent students...”

In applying Grammar-Translation method, the writer saw a lot of students who participated in various answers. In this method the student’s curiosity was apparently seen and their motivation in learning English seemed to be stimulated. Because of the condition above, the writer then continued to give more questions below:

- T : “Well students, who know the meaning of ‘*are you sleeping* ‘?”  
S1 : “Apakah kamu tidur miss..?”

T : "Your answer is 'Apakah kamu tidur', may I have another answer?"

S2 : "I know miss... 'apakah kamu sedang tidur'?"

T : "Great, the right answer is 'apakah kamu sedang tidur'."

Based on the case above, in this technique the teacher did not introduce how to compose an English grammar but she tried to split a sentence into words. Then she asked the students to translate it. As the result of this step the writer found various respects from the students. The using of grammar Translation method was deliberately given to the students of SD Djama'atul Ichwan into two steps. They were in form of a light step and a complex step. In the light step the teacher got the students to translate word by word and contextual translation. This conventional method was used by the teacher in order to avoid the students' thinking of hard studying of English vocabulary. In conclusion Grammar translation method is a method that is very helpful for the teacher to introduce the students English vocabulary.

## **2. Applying the Direct Method**

The direct method was applied by the teacher considering of teaching vocabulary needed some teaching aids. The teaching aids had a purpose to make the process of teaching and learning English vocabulary to the students seemed enjoyable. The presentation of English vocabularies by using teaching aids is described in the following discussion:

### **2.1. Teaching vocabulary by using pictures**

To acquaint vocabulary for the students, the teacher used pictures that were taken from many resources in the magazine and in the internet. Here is the example activity of presenting vocabulary by using picture:

T :”Now, can you see the picture students, what is she doing?”



(Showing the picture to the students)

Ss :” Sleeping”

T :” Right, now what is the man doing in the picture?”



Ss :” Playing”

T :” O.K, you have to answer in complete answer, repeat after me please “he is playing football”.

(Then the student repeated after the teacher).

Teaching vocabulary using picture could make the students were interested. But if the pictures were used in a continuous time, it could be a monotonous activity. In this situation, the teacher was demanded to think critically of what the next activity that would be given.

## **2.2. Teaching vocabulary by showing real object and demonstration.**

Using concrete activities in the class was the next aids that the teacher used to present vocabulary. This activity was followed by the teacher and students' demonstration. The teacher applied these principles by showing some real activities surrounding the class. The teacher just had one of the students come in front of the class and asked him to write "I am *writing* on the blackboard" when the student did. The teacher gave the other students some questions like the following example:

T : "Look at Kukuh, what is he *doing*?"

Ss : "Kukuh is *writing*"

(When Kukuh is going to the chair the teacher asks the students)

T : "Look at Kukuh once more students, what is he *doing* now?"

Ss : "He is *walking*"

T : "Good..., you see students, now Kukuh is *sitting* on his chair"

From the activity above it can be concluded that by getting the student involved in the real activity they are able to apply the vocabulary well. By giving real object together with its demonstration the students seems to have been spirited again in studying English. The writer always uses the conditional teaching aids from the activity above. The writer also finds more opportunity to ask students related to the vocabulary that is discussed in the class.

### **2.3. Teaching vocabulary by using a game**

Game is an effective way to teach students of English vocabulary. By using these techniques the students feel happy to learn English even they did not feel a burden of studying but playing. This was a whispering game that the teacher divided students into four groups. Each group consisted of 9 or 10 students and

they had a leader. The leader had to whisper words that were given by the teacher to the first member. (Example: I am *studying, reading* and *writing* in the class), then the first member must whisper it to the second member, and so on. The last member had to write what he/she heard on the blackboard. The fastest group was given a present from the teacher. This technique really made the students fun.

### **E. Problems and Solutions in Using Method of Teaching and Learning Vocabulary**

Methods can help the teacher delivering the subject well. Besides it can interest the students. Yet, in applying some methods of teaching vocabulary the teacher faces some problems. As a training teacher, she must make hard endeavors to overcome the problem faced in the class. Here are the problems and its solutions in applying method of teaching English vocabulary to the fourth students of SD Djama'atul Ichwan:

#### **1. Limited Vocabulary**

Students of fourth grade in SD Djama'atul Ichwan actually have high curiosity to learn something new, especially learning English language. They extremely wanted to express what was in their mind in English but their idea were being faced by the limited vocabulary that they have. As a result, the students often answered the teacher's question in their mother tongue. This problem also became the teacher's problem too. The teacher had to introduce them new vocabulary and explained it until they could memorize it well. The problem of limited vocabulary also made time in the lesson plan should be changed because

the teacher's objectives in delivering the material was not achieved in a punctual time.

The solution to this problem was drilling vocabulary practices. The practices were not only given at the class but also at home. At the class, the students did practices in the provided sourcebook. Sometimes the teacher gave additional practice taken from the other reference. Meanwhile, to enrich the students' vocabulary at home, the teacher gave homework by looking for articles of activities in the book or magazines. The students should translate each activity into English. The words that the students listed must be memorized and they were tested in the next meeting.

## **2. Less Motivation and bad perception of English subject.**

Motivation is one of students' factors that can influence the success of studying a foreign language. The students who have high motivation in learning a language would be possible to achieve a success of learning language, but what about for those who have low motivation? It can be a continued problem of the students themselves. The students' motivation to learn English can be described in the following interaction.

- T : "Do you like *English* students?"  
Ss : "Yes" (Seemed all students answer that they like *English subject*).  
T : Now please rise up your hand high?  
Ss : (No more than half of them raise their hand –up)

Why some of students don't like *English subject*? (The teacher asked them surprisingly). When the teacher looked for the students' reason, their answer was

that English was a difficult subject. From the case above, the teacher took a short summary of the students' perception especially for English subject. In the students' mind, English was a very difficult subject. It led them into terrible condition. They also seemed frightening to build their confidence for learning English.

For that reasons, the teacher was challenged to overcome this problem. The teacher tried to make various activities in teaching English vocabulary. For instance, when starting the class the teacher gave a song as a stimulation before the teacher discusses the main topic. When presenting vocabulary the teacher used some teaching aids like picture, realia or demonstration. The same as the end of the class, the teacher used a media of game to teach English vocabulary. These various activities had a purpose to abolish the students' fallacy of English and to defend their motivation in learning foreign language.

### **3. The big class and crowd**

Teaching a big class will be far different from teaching a small class. It is very difficult to handle a big class which contains many different characteristics of students. Teacher is demanded to control the class well, because uncontrolled class can lead unsuccessful teaching and learning process. At the first time of the writer entered the class, she was quite nervous to face this very crowded class. The teacher became loss control because the teacher's voice could not be heard by them anymore. This was the most terrible problem that the writer faced in handling a big class.

The solution to handle a big class was by making a class regulation. The regulation was in the form of caution and punishment. For the student who make riot in the class would be given a caution from the teacher by listing his/her name and advices not to make a disturbance to the other friend during class. For the breaker, he/ she would be given a punishment. The punishment was in the form of assignment such as looking for some vocabularies in the dictionary and they should be memorized. For indispensable action the teacher would ask students to stay outside of the class. This regulation was approved by the writer, students and the English teacher.

#### **4. Problem of word spelling**

Student who makes mistake to express what is in their mind is such a better job than nothing. The student' problem was to spell the English word that he/ she uttered. For example: when the students were asked to read the word "writing" /'rɪtɪŋ/, she/he pronounced it "wri-ting". So did when they were asked to read a word "running" /'rʌnɪŋ/, she/ he uttered it "running". At the same time, all students seemed good to pronounce English words together. But when the students were checked one by one there were still a lot of incorrectness in pronunciation some of English vocabularies, especially verb-ing words.

To overcome this problem, firstly, the teacher used a reference of dictionary. The existence of dictionary was helpful for the teacher during teaching English vocabulary in the class. Secondly, the teacher asked students to spell the English word several times. The repetition of spelling would help the students to utter an English word correctly.

All problems above were faced by the writer in teaching English vocabulary to the four class of SD Djama'atul Ichwan Surakarta. Each problem has challenged the writer to find out the appropriate solutions. The problems have also been valuable experiences by the writer itself. However, the writer realizes that making mistakes in studying of foreign language is a natural process.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the previous chapter, the writer has discussed about Methods Used in Teaching English Vocabulary to the 4<sup>th</sup> Grade Students of SD Djama'atul Ichwan Surakarta. There is a conclusion that can be drawn from this final project report.

Methods used in teaching English vocabulary to the 4<sup>th</sup> grade students of SD Djama'atul Ichwan Surakarta are needed. It can be helpful for the teacher in teaching and learning process. Every method of teaching has different characteristics and purposes. So the different method used by the teacher will influence the different result of studying a foreign language. There are two methods that can be used by the teacher in teaching English vocabulary. They are:

##### **1. Grammar Translation Method**

In Grammar Translation Method the teacher focused on the translation of target language into mother tongue. The teacher gave English vocabulary through two steps. The light step and complex step. In the light step, the teacher just got the students to listen and to repeat what the teacher said. In the complex step, the writer gave word by word translation and a contextual translation. The teacher found many students who respected to participate in answering the teacher's question. The result of using this method was mostly successful.

## 2. The Direct Method

In the Direct Method the teacher used some teaching aids like picture, real object and game. Each method tended to make learning English vocabulary was interesting and acceptable for the four year students.

Even though the teacher has used various techniques of teaching English, she is faced of many problems. The problems have the writer look for its solutions. Here are the problems and its solutions faced by the teacher in the classroom:

### 1. Limited Vocabulary

To overcome this problem the writer gave drilling vocabulary practices. The practices were not only given at the class but also at home. At the class, the students did practices both provided in the existing sourcebook and the other reference. Meanwhile, at home, the teacher gave homework by looking for articles of activities in the book or magazines.

### 2. Less Motivation and bad perception of English subject

The solution to this problem was the teacher tried to make a various activities in teaching English vocabulary. In the early class the teacher gave a song as stimulation before the teacher discussed the main topic. The teacher used some teaching aids like picture, realia or demonstration when presenting

vocabulary. In the end of the class, the teacher used a media of game to teach English vocabulary.

### 3. The big class and crowd

Making a class regulation is the solution to handle a big class. The regulation was in the form of caution and punishment. A caution and advices would be given for the student who makes riot in the class. A punishment of making assignment would be given for the breaker of the teacher's caution.

### 3. Problem of word spelling

To overcome this problem, the teacher provided two solutions. Firstly, the teacher used a dictionary. Secondly, the teacher asked students to spell the English word several times.

## **A. Suggestion**

Base on the result of this final project and experience on the job training in SD Dama'atul Ichwan Surakarta, the writer has suggestion to:

### a. English Teacher of SD Djama'atul Ichwan Surakarta

The English teacher of SD Djama'atul Ichwan should use method of teaching and learning in various ways. The teacher should be able to use not only one method when presenting English vocabulary to the students of four grade. It means that, the use of method has to be conditioned according to the situation. When the teacher uses a method continuously, the students will feel bored. The teacher of SD Djama'atul Ichwan can use various activities by using game, picture

and demonstration. Various methods can help students accepting English lesson easier. It is also important in the early topic the students of four grade are given a note and little explanation. It can be learnt by them at home. Furthermore the teacher can give additional practices that are compared of the other book resources. Regarding of the provided book, it sometimes is not complete and it is not focused on the discussed topic itself.

## 2. SD Djama'atul Ichwan Surakarta

SD Djama'atul Ichwan should provide more references that can be used by the teacher to teach English in the class. Various references of resource book can help the teacher to teach English subject in the class. The teacher can find and compare the topics, practices and methods that the teacher possibly uses.

## 3. English Diploma Program, Faculty of Letters, and Fine Arts, UNS

The writer would like to give an input to the English Diploma Program. It is necessary to give more time for the students of English Diploma to study the teaching major. One semester is inadequate to master teaching knowledge well. Teaching class can be given in the early of semester four. The more time to study the more knowledge the students get. Besides, the student of English Diploma will feel more ready and confident to teach students at the school where he/she does the job training

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