PROCESS OF TEACHING VOCABULARY TO THE FIRST GRADE STUDENTS IN SD NEGERI KARTASURA 02

FINAL PROJECT REPORT

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

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MOTTO

*Think Positively*

*Never Give Up!*

*Always learn from your past, face your present and ready for your future*
This final project report is proudly dedicated to:
♥ My beloved parents
♥ My lovely younger sister and younger brother
♥ Someone who I love
♥ All of my friends
PREFACE

This final project report is entitled “Process of Teaching Vocabulary to the First Grade Students in SD Negeri Kartasura 02”. It is submitted as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. This final project was made on the job training that the writer did in SD Negeri Kartasura 02.

Based on the writer’s observation, the final project explains the process of teaching vocabulary to the first grade students in SD Negeri Kartasura 02, the problem of the students and the solutions to solve the problems.

The writer realizes that this final project report is far from being perfect. Therefore, the writer widely accepts any suggestions and criticisms given for the sake of betterment.

Finally, the writer is grateful to all people who have contributed to the making of this final project and hopes that will be useful for all readers.
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Alhamdulillahi robbil' alamin…

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Surakarta, July, 2009

The writer
ABSTRACT

Asa Dian Rohyani. 2009. Process of Teaching Vocabulary to the First Grade Students in SD Negeri Kartasura 02. English Diploma Program, Faculty of Letters and Fine Arts, UNS.

This final project was written based on the job training in SD Negeri Kartasura 02. The aims of this final project are to describe the process of teaching vocabulary to the first grade students in SD Negeri Kartasura 02, to show the problems faced by the students and the writer and also to give the solutions for the problems.

The writer wrote this final project based on the data collected by observing the class and teaching the first grade students in SD Negeri Kartasura 02. The observation was done in the class to know how the class condition and how the teachers teaches. The process of teaching consists of motivating strategies, presentation strategies, skill practice, assessment and ending the lessons. The material of teaching English vocabulary is taken from Active English 1 for Grade I of Elementary School.

Based on the discussion, the writer found the problems during the process of teaching vocabulary to the first grade students in SD Negeri Kartasura 02. The problem were the condition of the students and students’ problem in writing English. The writer also gave the solution to solve the problems namely trying to make the class more relax and enjoyable, trying to explain not in rush, teaching the vocabulary by reading in order to introduce the words and the letters to the students, asking the students to make notes in their notebook, using some pictures to make the students more easier to remember the letters of the words.
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CHAPTER I
INTRODUCTION

A. Background

English is one of the most important language in the world. It is spoken and understood in all parts of the earth. English is used as the main language for communication between two people or more from different countries with different languages and cultures. Due to the importance of English, it is needed to learn and master English as soon as possible.

Therefore, the Indonesian National Education Department has decided to introduce English not only taught to adult but also to children. The Department includes English in the curriculum of the Elementary School. The elementary school is the best school level to make the children familiar with English. The materials must be organized from the easier to the difficult one to make English easily learned. The students only learn the basic English such as basic grammar and simple vocabulary.

Vocabulary is very important because if the students do not master the vocabulary well, they will face problems in understanding the new language. By teaching vocabulary to the students, it will be easier for them to understand a sentence since they have known the meaning of each word.

During the job training in SD Negeri Kartasura 02 the writer focused on the teaching process of English vocabulary because it is important for the students as young learners to know a lot about vocabulary if they want to learn new
language. For children, English is something new, so they have the different impression about English. The writer tried to make the process of teaching vocabulary for the first grade students in SD Negeri Kartasura 02 fun and easy to understand.

Based on the background above, the writer presents a report entitled “Process of Teaching Vocabulary to the First Grade Students in SD Negeri Kartasura 02”.

B. Objectives

The objectives of this final project are:

1. To describe the process of teaching vocabulary to the first grade students of SD Negeri Kartasura 02
2. To find out the problem in the process of teaching vocabulary to the first grade students of SD Negeri Kartasura 02
3. To give solution for the problems in the process teaching vocabulary to the first grade students of SD Negeri Kartasura 02

C. Benefits

It is expected that this final project will give advantages to:

1. SD Negeri Kartasura 02
   This final project is expected to give the meaningful input for SD Negeri Kartasura 02 in increasing the quality and capability of the students.
2. English teacher of elementary school

Hopefully, this final project is useful for the English teacher of elementary school. It is hoped that this final project can be an additional reference in teaching vocabulary.

3. Students of English Diploma Program majoring in Teaching

Hopefully, this final project will be useful for the students of English Diploma Program majoring in teaching to improve their knowledge about the process of teaching vocabulary for the first grade students of elementary school.
CHAPTER II
LITERATURE REVIEW

A. Teaching

Teaching is a part of teaching learning activity to help students understand about the subject they are learning. Teaching cannot be separated from education world. According to the book *Principles of Language Learning and Teaching* written by Douglas Brown (Brown 2000:7), teaching means” 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.” In short, teaching can be defined as an activity held by someone, usually done by teachers to their students such as giving lessons, transferring knowledge, guiding and motivating them.

Teaching is one of the key activities in teaching and learning process. Teaching is directed by teacher. Teacher should have guidelines of work in doing his/her job in order to create a good teaching and learning process. There are some issues that teacher should apply to realize a good teaching:

a. Creating a relaxed and enjoyable atmosphere in the classroom.

b. Retaining control in the classroom.

c. Presenting work in an interesting and motivating way.

d. Providing conditions so pupils understand the work.

e. Making clear what pupils are to do and achieve.

f. Judging what can be expected of a pupil.
g. Helping pupils with difficulties.

h. Encouraging pupils to raise their expectations of themselves.

i. Developing personal mature relationship with pupil.

j. Demonstrating personal talents or knowledge.

(Williams and Burden 1992:48)

Therefore, the teacher will not get any difficulties in asking attention of the learners. From the definitions above, it can be concluded that teaching is important matter for teacher. Through teaching, a teacher can make progress for their students. A good teaching method will give a good result in teaching. Teaching cannot be defined closely a part from learning. We cannot do teaching activities without involving learning activities.

**B. Teaching Vocabulary**

The first thing studied by someone is vocabulary. Vocabulary is very important in teaching foreign language because it is a basic lesson that must be learned by students early and correctly. Without knowing the basic lesson, they will get difficulties in learning English.

Linda Taylor(Taylor 1990:ix) said, “Vocabulary is central to language teaching and learning.” Learning vocabulary is necessary in every stage of language teaching and learning, moreover in early stages. By learning vocabulary, the learners can show the improvement of their new language clearly. As Carthy(1990:2) suggests, “the biggest component of any language course is vocabulary”, meanwhile according to Schmit(1997:201)”….the most important
part of learning a foreign language is learning vocabulary”. Referring to Bowen and Marks (1994:91), it is self evident that even if you know the grammar and the rules of communication of a given language, if you do not know enough vocabulary you will not able to express yourself adequately. So it is clear that vocabulary is very important component in English language teaching. And it also means that vocabulary is needed in communication.

In the same way, Scott Thornbury (Thornbury 2002:13) says, “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.” Vocabulary and grammar are needed in communication. Vocabulary teaching is as important as the teaching of structure. It is true that students must learn grammar that involves the uses of words. It is never enough to learn only word and their meaning. According to Allen (Allen,1983:101), “Students who do not learn grammar along with vocabulary will not be able to use the language for communication.” From the statement above, we can conclude that vocabulary is very important in learning the new language. If the learners do not master vocabulary at all, they will also not master the new language smoothly.

C. Teaching English Vocabulary to the Children

Teaching vocabulary to the children is different from teaching vocabulary to adult. For children, it is the first time they learn English in their life. So we must be patient in representing vocabulary to them. Teacher is suggested to use
objects in presenting meaning, as stated by Scott and Yterberg (Scott and Yterberg 1990:108), "since the physical world is the main means of conveying meaning to young children, a wide variety of teaching aids is necessary in the foreign language classroom.” It means in teaching vocabulary to young children, a teacher should show the real object or picture to make the learners easily understand and can encourage their curiosity.”

For children they just study about the concrete words that make them easier to learn but for adults, they are usually taught with abstract words and grammar. In this case, the vocabulary teaching is focused on teaching vocabulary as a second language for children. To get maximum result, teacher should manage how many vocabularies given in a meeting. Grain and Redman in Michael McCarthy (McCarthy 1990:117) give their opinion that, "as few as eight to twelve new items may be appropriate (eight for elementary, twelve for advance) per sixty minutes lesson for truly productive learning to take place.” It means that in teaching vocabulary to children, teacher must give them new vocabulary less than ten. It makes the learners easier to memorize the new vocabularies.

D. Technique of Teaching Vocabulary

Techniques are very important to teachers in the process of teaching and learning. Teaching vocabulary is clearly more than just presenting new words. It needs an appropriate technique of presentation to bring new words into classroom. However, the roles of the learners are also important. Michael McCarthy (McCarthy 1990:12) says,”we concentrated on vocabulary presentation
in the classroom very much from the teacher’s point of view, but success in vocabulary lesson crucially depends on the interaction between teacher and learners and on the work the learners put into the assimilation and practicing of new words.” It can be concluded that the technique used by a teacher is very important, but the learners also have responsibility to make the teaching and learning process successful. They should be active to support the lesson.

When good techniques are mixed with the enthusiasm of the learners, it will be a successful teaching and learning process. There are some techniques of presentation based on the *Practice of English Language Teaching* written by Jeremy Harmer (Harmer 1991:161-162):

1. Realia

   One way of presenting words is to bring the things they present into the classroom – by bringing “realia” into the room. Words like “ruler”, “ball”, “book”, etc. can obviously be presented in this way. The teacher holds up the object, says the word and then gets students to repeat.

2. Picture

   Bringing in a pen into the classroom is not a problem bringing in a car, however, is. One solution is using pictures. Pictures can be used to explain the meaning of vocabulary items. Teacher can draw things on the board or bring on pictures.

3. Mime, action, and gesture

   Actions in particular, are probably better explained by mime. Concept like running or smoking is easy to be presented in this way.
4. Contrast

Teacher can present the meaning of “empty” by contrasting it with “full”, “cold” by contrasting it with “hot”, etc. Teacher may present these technique with picture or mime to the contrast in meaning we ensure the learners’ understanding.

5. Enumeration

Teacher can say “clothes” and explain this by enumerating or listing various items.

6. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with higher level students such a technique can be used.

7. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problem. The first problem it is not always early to translate words. The second problem is, even when translation is possible, it may make it a bit easy for learners by discouraging them from interacting with the words.

All of these presentation techniques either singly or in combination are useful ways of introducing new words. What must be remembered with vocabulary presentation, too, is that pronunciation is just as important here as it is for structural material.
CHAPTER III
DISCUSSION

A. Description of SD Negeri Kartasura 02

1. Description and Brief History of SD Negeri Kartasura 02

SD Negeri Kartasura 02 is one of elementary school in Kartasura. The school is located at Jalan Gili Nomor 18 Rt.03/XII Kartasura, Kartasura subdistrict, Sukoharjo Regency. Its location is about 20 meters to the north of STAIN Surakarta. The area is also near to Kartasura markets the biggest traditional market in Kartasura. SD Negeri Kartasura 02 was established in 1969. Formely led by Drs.H. Mawardi and it has experienced five times changing the head master. Now, SD Negeri Kartasura 02 is led by Lugimanto, S.Pd.

SD Negeri Kartasura 02 occupies 2000 m², 560 m² for the school building and the other for the yard of school. The school consists of six classrooms, a headmaster room, a teacher’s room, a medical room, a computer laboratory, a canteen, a library, a warehouse and five bathrooms. SD Negeri Kartasura 02 also has field use for ceremony and sport activities, and parking area beside the gate.

SD Negeri Kartasura 02 has a headmaster who is responsible to handle the school activities, six teachers of class, two teachers of religion, a sport teacher, a dance teacher and a school keeper. Each of teacher class has a class to handle and they teach most of the subject in their classes. Other teachers are responsible to teach particular subject, such as Religion, Sport, Dancing and English.

The total number of students in SD Negeri Kartasura 02 is 157. 78 students are boys and 79 students are girls. Most of them are native villagers. The
teaching and learning process in SD Negeri 02 Kartasura is held six days a week, from Monday until Saturday, begins at 07.00 to 11.00 for first to third grade students and 07.00 to 12.30 for fourth to sixth grade students. Meanwhile English lesson is given two days a week. It is held on Tuesday and Thursday. The English teacher teaches 4th – 6th grade on Tuesday and 1st-3rd grade on Thursday.

2. Vision and Mission of the school

a. The vision of SD Negeri Kartasura 02 is:

“excelent in achievement, science, religion, and technology mastery”

b. The missions of SD Negeri Kartasura 02 are:

1. to improve skill and students potency in academic and interest also master on technology of information (IQ aspect)
2. to improve autonomy of students in life skill, learning strategy, sensitivity, and responsibility and self management of students (EQ aspect)
3. to improve Islamic characteristic in whole students aspect of life and other school element (SQ aspect)
4. to strive for the independence, discipline, and piety of the school members
5. to establish the spirit of all the school members, to be more achieveful according to their talent and interest
6. to help the students to know and develop their potential and ability optimally
7. to give services to the society with activity, affectivity and satisfy
3. Extracurricular Activities in SD Negeri Kartasura 02

SD Negeri Kartasura 02 has some extracurricular activities. These activities are done after students of SD Negeri Kartasura 02 learn their class. There are two extracurricular activities in SD Negeri Kartasura 02, they are:

1. Traditional Dancing is held on Thursday for 1st to 3rd grade and Saturday for 4th to 6th grade.
2. Scout is held on Friday for students 4th until 6th grade at 14.30-16.00.

B. Job Training Activities

1. Class Observation

During the job training in SD Negeri Kartasura 02, the writer observed the condition and situation of teaching and learning activities. The observation was done on February 5th and February 10th, because the English lesson in SD Negeri Kartasura 02 is taught on Tuesday and Thursday. It is necessary to help the writer collecting any information needed about the school to get the adequate data.

The writer chose 1st grade as the focus of observation. 1st grade is a part of SD Negeri Kartasura institution where the material of teaching vocabulary is the first for the students. They are introduced to the new vocabulary of alphabet, number, colors, months, days, etc. The first grade consists about 41 students, aged between 7-8 years.

In this observation, the writer found that the first grade class had the basic facilities to hold the teaching learning process such as a blackboard, culk, eraser, teacher’s desk, table and chairs for the students, a cupboard for keeping the class
equipments, some pictures, and four lamps. Physically, the conditions of the classroom were good enough and conducive for teaching and learning process. The classes had good air circulation and good enough light.

The students in 1st grade are noisy. Sometimes the teachers have any difficulties in controlling them. They were often talking with each other and busy with their own activities when the teacher presented the materials. However, the teachers always find an attractive way to calm them down by giving a gift or light punishment.

2. Making Lesson Plan

Teaching activities are not easy things for a teacher, especially in teaching children. Teaching children would be full of activity changes. The teacher should have a plan to organize the activities of teaching and learning. It is an important guide in order to reach the purposes. Lesson plan is a list which content of topic, subtopic, time, material, etc. It must have Building Knowledge of Field, Modelling, Joint Construction and Independence Construction.

Lesson plan was also arranged to make the material delivery process can be easily accepted by the students. It should be arranged as detail as possible so that there were nothing left. Some teachers in SD Negeri Kartasura make lesson before having class. Usually they just write the outline containing what they are going to do in giving the materials. They arrange a lesson plan referring to the lesson book and the curriculum.
C. Discussion

1. The process of teaching vocabulary to the first grade students in SD Negeri Kartasura 02

In SD Negeri Kartasura 02 English lesson still becomes an additional lesson and it is not a major lesson like Mathematic, Science or Indonesian language. Students get the English lesson twice a week, on Tuesday for 4th-6th grade while on Thursday for 1st-3rd grade. It begins at 07.00 a.m. until 08.10 a.m. and one hour per each class is 35 minutes.

The material taught to the first grade were taken from “Active English 1” published PT Tiga Serangkai Pustaka Mandiri. In “Active English 1” are thirteen units with different topics. The first seven units had been taught in semester 1 while the six units behind were being taught in semester 2. Each units contains pictures, vocabularies, and exercises related to the topics. Pictures in the book are really attracting the students to open the book longer.

One of the topics the teacher pointed to be taught by the writer is “my family”. It is the topic the writer would like to discuss in this final project. Process of teaching vocabulary to the students of elementary school in SD Negeri Kartasura 02 consists of some activities. They are: Motivating Strategies, Presentation Strategies, Skill Practice, Assessment and Ending the lesson.

a. Motivating Strategies

Before she began the lesson, the writer greeted the students. The greeting usually done between the writer and the students is as follow:
The writer : “Hello…”
The students : “Hello…”
The writer : “Good morning students.”
The students : “Good morning, miss.”
The writer : “How are you today?”
The students : “I am fine thank you and you?”
The writer : “I am very well thank you.”

After greeting, the writer checked the students’ attendances. Then the writer reviewed the last material and if there was homework, the writer discussed it with the students.

To begin the lesson, the writer asked the students some simple questions related to the topic. This activity aims to know the students’ background knowledge about the material. Moreover, it also aims to encourage the students because the question were just easy question so students felt optimistic that they can do that lesson.

The examples of the questions for warming up with the topic “my family” are as follow:

- Do you have family?
- Who are they?
- Who’s cooking at home?

b. Presentation Strategies

In this part the writer explained the materials to the students. At vocabulary activity, firstly the writer guided the students to recognize and
memorize vocabulary by reading aloud followed the students. The writer sometimes repeated certain words twice or more to correct students’ pronunciation. In this activity the writer also used some pictures to make the students learn easier. The example of the material that the writer gave to the students is as follows:

After reading aloud, the writer asked questions if there are any difficult words about the material. Then, the writer asked the students to make notes of the vocabulary related to the material and the meanings. The notes that the students write are as follows:

- Grandfather → kakek
- Grandmother → nenek
- Father → ayah
- Mother → ibu
- Sister → saudara perempuan
- Brother → saudara laki-laki

Besides vocabulary from the book, the writer also elaborated more vocabulary from the students to know how far their general understanding about the vocabulary.
c. **Skill Practice**

During this stage, the writer asked the students to do exercise that the writer gave to the students is exemplified below:

**Listening section**

*Listen to the teacher and put the number in the box!*

![Image of two figures labeled father and mother]


d. **Assessment**

In assessment, the writer made examination to test the students’ ability in learning English vocabulary that they had learned. The examples of the exercises that the writer gave to the students were:

1. **Reading section**

   a. He is my father

   b. He is my brother
2. Writing section

Re-arrange the words into the correct words!

   =......................

2. R-E-M-T-O-H
   =......................

e. Ending the lesson

Before ending the lesson, the writer reviewed all of the material generally. Then the writer gave the students, time for asking question if there was something they had not understood. The writer also gave the students homework sometimes so the students would review the lesson at home. The teacher closed the lesson by saying “Good Bye” and the students replied by saying “Good Bye”.

2. The Problems in teaching vocabulary to the first grade students in SD Negeri Kartasura 02

During the job training in SD Negeri Kartasura 02, the writer faced some problems in teaching vocabulary. The problems are:

a. The condition of the students

The students were hyperactive students. They cannot stop moving even during teaching and learning activity. They are quite active and attractive. During the teaching learning activity, the class was quite noisy. Some of them did not focus on the lesson while the others were focus. They chatted with their friends or
did something that did not relate to the lesson. For example, when the writer asked question and asked feedback, the students did not pay any attention. When they stopped and pay attention to the lesson, then they continued their own activity by playing with their classmate or drawing on their notebook. The writer spent much time in handling and managing the class.

b. Students’ problem in writing English

The students often made mistakes in writing the English word. The students were difficult to remember what letters that create a word so sometimes they considered the English word were same as the Indonesian word. The spelling was just the same as the pronunciation. For example: “mother” they wrote it as “mather” or “brother” they wrote it as “brather”.

3. The Solution for the Problem in teaching vocabulary to the first grade students in SD Negeri Kartasura 02

According to the problem the writer tried to solve the problem based on her observation during the job training. The solutions are described as below:

a. The students’ condition

Making the class calm during teaching learning process was not easy. The writer tried to make the class more relax and enjoyable. The writer also tried to explain not in rush. So, students can understand and easily catch the lessons. The writer often walked around the class to see the students’ works and helped the students who found any difficulties.
b. Students’ in writing English

The writer wrote the vocabularies on the blackboard then asked the students to write them on their own book. When the students submitted the assignment and there was a spelling mistake, even just a little mistake, just cut the point then fixed it. By doing it, the students would remind their mistakes so they would not do it again.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

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

1. The process of teaching vocabulary to the first grade students

The process of teaching vocabulary to the first grade students of SD Negeri Kartasura 02 consists of:

a. Motivating Strategies

Before beginning the lesson the writer greeted the students and checked the students’ attendance and discussed homework. The writer began the lesson by asking some simple questions to know the students’ background knowledge about the material.

b. Presentation Strategies

The writer explained the materials to the students.

c. Skill Practice

It consists of listening, speaking, reading and writing section.

d. Assessment

The exercises that the writer gave to the students were 1). Listening section and 2). Writing and Reading section.

e. Ending the lesson

At the end of the lesson the writer did some activities they are:
2. The problems in teaching vocabulary to the first grade students of SD Negeri Kartasura 02

The writer faced some problems during conducting teaching vocabulary activity, namely:

1. The condition of the students

2. Students’ problem in writing English

3. The solutions for the problem in teaching vocabulary to the first grade students of SD Negeri Kartasura 02

1. The students’ condition

   The writer tried to make the class more relaxing and enjoying. The writer also tried to explain not in rush.

2. Students’ in writing English

   The writer wrote the vocabularies on the blackboard then asked the students to write on their own book. If she found some spelling mistakes in their exercise, she cut the point then fixed it.
B. Suggestion

1. SD Negeri Kartasura 02

   It will be better if SD Negeri Kartasura 02 makes the first grade class only 25 students or not more than 30 students. It will make the teacher easily control the students and create a conducive situation so the students can learn effectively. SD Negeri Kartasura 02 should also complete the English teacher with more resources books, picture or imitation object to help her/him in explaining the material.

2. The students of SD Negeri Kartasura 02

   The students must pay attention to the teacher when the teacher explains the material. The students must also motivate themselves to active students so they will accept the material easily.
BIBLIOGRAPHY


