

**TEACHING VOCABULARY TO THE 4<sup>TH</sup> GRADE  
STUDENTS IN SDN PURWOSUMAN 5 SIDOHARJO  
SRAGEN**



**FINAL PROJECT REPORT**

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

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**ENGLISH DIPLOMA PROGRAM  
FACULTY OF LETTERS AND FINE ARTS  
SEBELAS MARET UNIVERSITY  
SURAKARTA  
2009**

**APPROVAL OF SUPERVISOR**

**The Final Project is approved to be examined before the Board of  
Examiners,  
English Diploma Program, Faculty of Letters and Fine Arts  
Sebelas Maret University**

Final Project Report

TEACHING VOCABULARY TO THE 4<sup>TH</sup> GRADE STUDENTS IN SDN  
PURWOSUMAN 5 SIDOHARJO SRAGEN

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Report Title : TEACHING VOCABULARY TO THE 4<sup>TH</sup> GRADE  
STUDENTS IN SDN PURWOSUMAN 5 SIDOHARJO  
SRAGEN  
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**Accepted and Approved by the Board of Examiners,  
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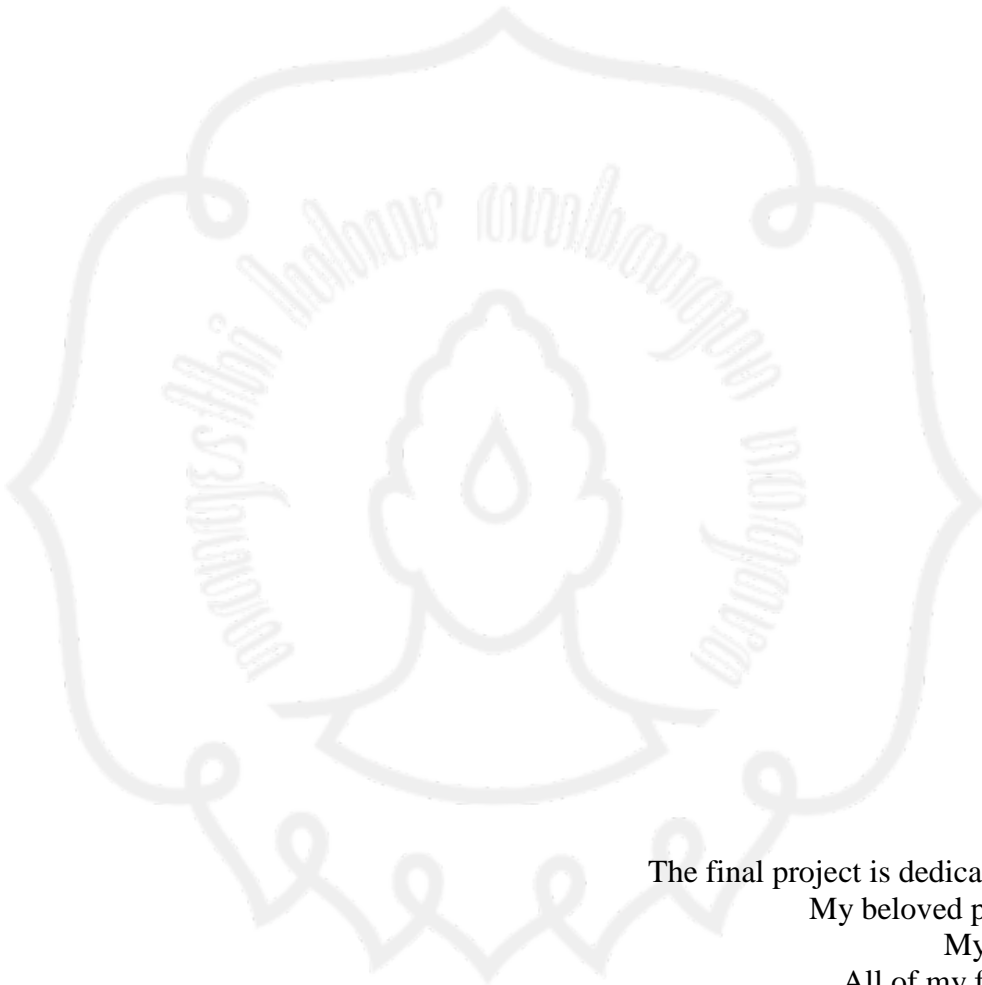
## MOTTO

Try and pray

Look for knowledge from your childhood until your death (Al Hadeeth)



## DEDICATION



The final project is dedicated to:  
My beloved parents  
My sister  
All of my friends

## PREFACE

First of all, the writer says thank to Allah SWT who has given everything and the final project report has finished on time. The writer also says thank to all people give support, guidance, attention and spirit, because of them the final project report can be finished entitled “TEACHING VOCABULARY TO THE 4<sup>TH</sup> GRADE STUDENTS IN SDN PURWOSUMAN 5 SIDOHARJO SRAGEN”.

In teaching vocabulary the writer uses some strategies, using object and using an illustration and picture to make the students understand clearly. The final project report also discusses about problem and solution in teaching vocabulary.

In fact, nothing is perfect. It also happens to the final project report. The final project is far from being perfect. Therefore, the writer needs suggestions from some parties in order to be better than before. The writer hopes that this final project report will be useful for the readers to help them in writing final projects in teaching vocabulary.

The writer

## ACKNOWLEDGMENT

I would like to express the highest gratitude to Allah SWT firstly, because I can finish this final project report. Secondly, I also express the gratitude to all people as follows:

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6. Mr. Parto, the headmaster, thank you for your advice given to me to do the job training in SDN Purwosuman 5 Sidoharjo Sragen.
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8. The students of SDN Purwosuman 5 Sidoharjo Sragen. Thank you for your attention to me especially the 4<sup>th</sup> grade students.
9. My beloved parent, thank you for your spirit, support, love and prayer for me.
10. My sister, Ferawati for helping me.

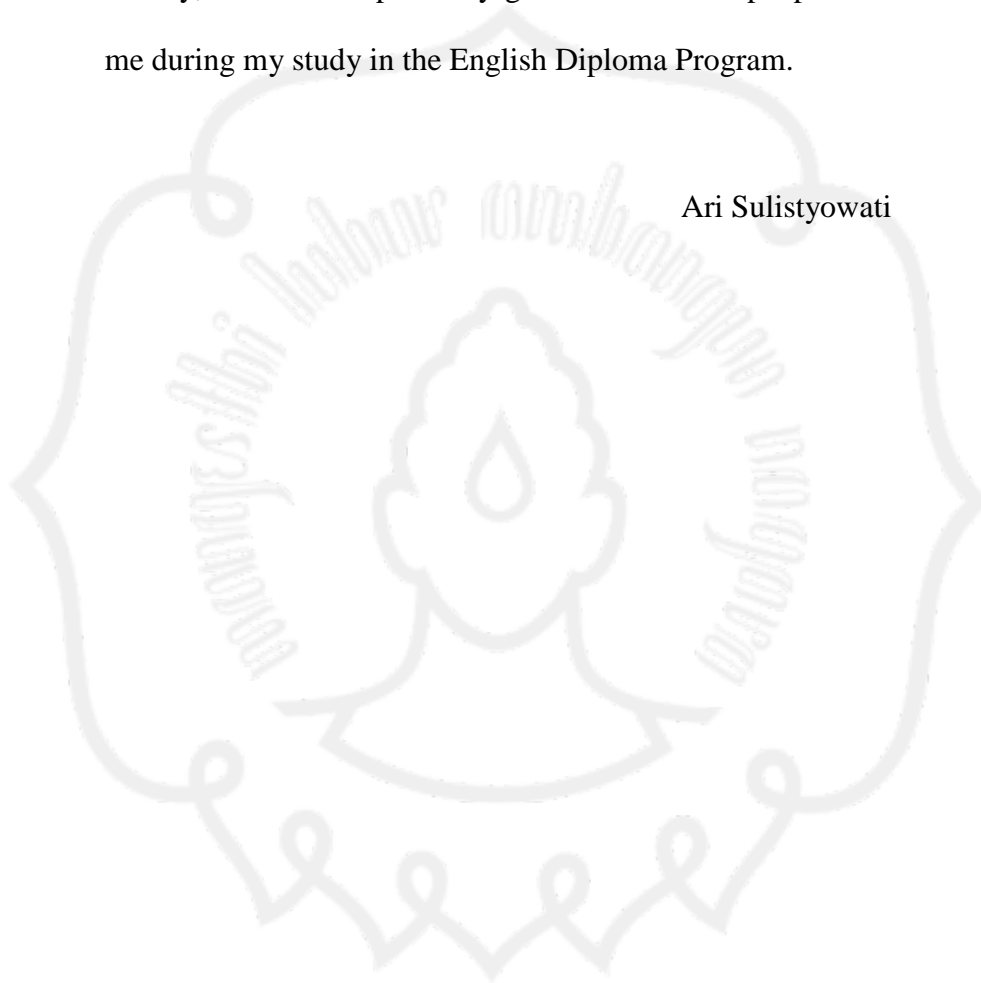
11. Mbak Dewi, you are the softest person that I ever meet.

12. Anik, Ais, Tina, Fera, Dewi R, Wati, thank you for supporting me and I would never forget our struggle in facing our study.

13. Ms. Atik, thank you for your advice and borrowing your computer for me.

Finally, I want to express my gratitude to all of people who have helped me during my study in the English Diploma Program.

Ari Sulistyowati





**ABSTRACT**

**ARI SULISTYOWATI. 2009. TEACHING VOCABULARY TO THE 4<sup>TH</sup> GRADE STUDENTS IN SDN PURWOSUMAN 5 SIDOHARJO SRAGEN. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.**

The writer writes the final project report based on doing the job training. The final project report discussed teaching vocabulary to the 4<sup>th</sup> grade students in SDN Purwosuman 5 Sidoharjo Sragen. In writing final project report the writer also collected the data by interviewing the teacher and the students, observing class, and teaching directly in the classroom.

In doing the job training, the writer gave the material from the LKS and followed what the teacher said to the writer. The writer also gave the material such as concrete words (animal, fruit, shape, etc) because their level is the Elementary School.

The final project report also discussed problems and solutions faced by the writer when teaching vocabulary to the 4<sup>th</sup> grade students in SDN Purwosuman 5 Sidoharjo Sragen.

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## CHAPTER 1

### INTRODUCTION

#### A. Background

English is an international language that is used all over the world. Many people learn about English to get a good job. They master English in order to get a job easily. Nowadays, English is used in some fields related to the education, such as in the Elementary School.

Generally, English starts to be learned in the Elementary school. There are many Elementary Schools who recruit English teachers, because not all of the class teachers could teach English. English is also taught in SDN Purwosuman 5 Sidoharjo Sragen from the 1<sup>st</sup> grade to the 6<sup>th</sup> grade. Previously, there was an English teacher in SDN Purwosuman 5 Sidoharjo Sragen. He taught for one year and then he moved to another school. Consequently there was no an English teacher. Therefore, the writer was asked to teach English over there and the writer focuses on Vocabulary to the 4<sup>th</sup> grade students in SDN Purwosuman 5 Sidoharjo Sragen.

For young learners, English is a new language to them, because in daily life their teachers use the mother tongue and before there was an English teacher there, the students seldom hear English directly because they get the English subject only one year.

In teaching English, the writer must organize the material properly. The writer must start from the easy words to the difficult ones. The material given to the students is vocabulary. Vocabulary has an important role in English. Vocabulary is also the basic matter in learning language. If the students do not master English vocabulary, their English proficiency will not develop.

The writer considers choosing the Elementary school in doing the job training. Therefore, the writer takes the 4<sup>th</sup> grade students of Elementary School of SDN Purwosuman 5 Sidoharjo Sragen.

Based on the background above, the writer arranges a report entitled **“Teaching Vocabulary to the 4<sup>th</sup> grade students in SDN Purwosuman 5 Sidoharjo Sragen”**.

## **B. Objectives**

The objectives of the final project are:

1. To describe Vocabulary teaching to the 4<sup>th</sup> grade students in SDN Purwosuman 5 Sidoharjo Sragen.
2. To describe the strategies in Vocabulary teaching to the 4<sup>th</sup> grade students in SDN Purwosuman 5 Sidoharjo Sragen.
3. To find out the problems and solutions in teaching Vocabulary to the 4<sup>th</sup> grade students in SDN Purwosuman 5 Sidoharjo Sragen.

### **C. Benefits**

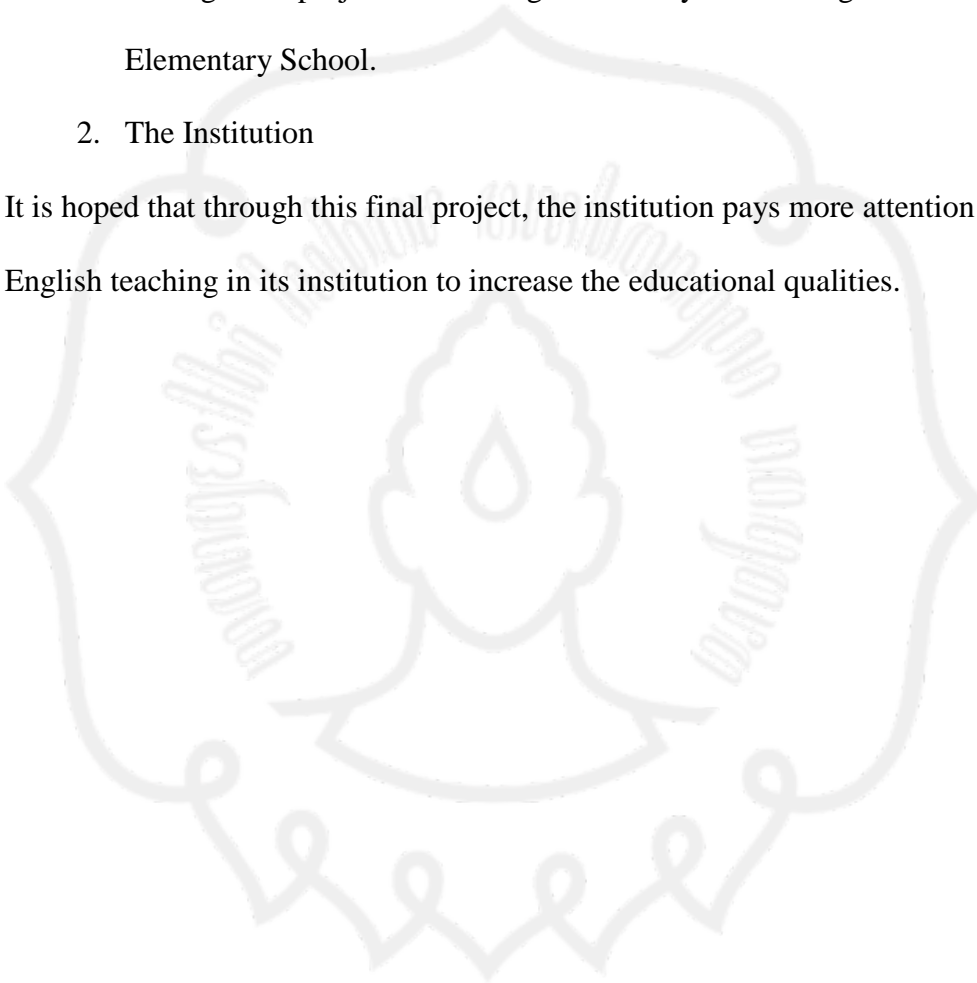
It is hoped that the final project will give advantages to:

1. The Reader

It is hoped this final project can be useful for the reader to help in writing final project in teaching vocabulary to the 4<sup>th</sup> grade students of Elementary School.

2. The Institution

It is hoped that through this final project, the institution pays more attention to the English teaching in its institution to increase the educational qualities.



## CHAPTER 11

### LITERATURE REVIEW

#### A.TEACHING

According to Brown in his book *Principles of Language Learning and Teaching* is defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand” (Brown, 2007:7).

Another definition comes from *Oxford Elementary Learner’s Dictionary*. “Teaching is to give somebody lesson, to tell or show somebody how to do something” (Oxford, 2001: 369).

Moreover, Anderson and Burns in Elliot (et. al) define teaching as an interpersonal, interactive activity, typically involving verbal communication, which is undertaken for the purpose of helping one or more students learn or change the ways in which they can or will behave.

From the definitions above, it can be concluded that teaching is a process of giving lessons to the students by transferring knowledge, guiding and giving instruction. In this case, teacher and students must be active in learning and teaching. Besides, it is expected that students should behave better after getting these knowledge.

## B. LEARNING

According to *Oxford Learner's Pocket Dictionary*, learning means process of gaining knowledge or skill in a subject or activity (Oxford, 1995:237).

While according to *Oxford Advanced Learner's Dictionary* a person who gaining knowledge or skill is called a learner (Oxford, 1995: 671).

Brown in his book *Principles of Language Learning and Teaching (2000:7)* breaks down the component of definition of learning as follows:

1. Learning is "acquisition or getting".
2. Learning is retention of information or skill.
3. Retention implies storage system, memory and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

According to *Oxford Elementary Learners Dictionary*, learning is to find out something or how to do something by studying or by doing it often. From all the definitions above, it can be concluded that learning is process of getting information and skill from some practices and studying. In other words, by often studying and practicing the learners can remember what they have been learned.



### C. YOUNG LEARNERS

According to Sarah Philips, “Young learners are children from the first year of formal schooling (five or six years old) to eleven or twelve years of age” (Philips, 1996:5).

According to Suyanto, the learners who attain the age of 8-10 years old are ready enough to learn language. The language that they have will help them in the learning English (Suyanto, 2007: 19). In short, from the definitions above, it can be concluded that young learners from age of five to twelve years old are ready to learn language because they are prepared in learning language.

In making this final project, the writer chooses “teaching vocabulary to the 4<sup>th</sup> grade students and generally the 4<sup>th</sup> grade students whose ages are eight to ten years old.

Wendy A. Scott and Lisbeth H.Ytreberg in their book *Teaching English to Children (1998:3-4)* define that the characteristic of the eight to ten year’s old children as follows:

1. Their basic concepts are formed. They have very decided views of the world.
2. They can call the difference between fact and fiction.
3. They ask questions all the time.
4. They rely on the spoken word as well as the physical world to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and do not like doing.

7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
8. They are able to work with others and learn from others.

In teaching English, it is important to know the characteristics of the children. The basic concepts of the children's in early age are formed. They also ask questions all the time, so that it can be concluded that the children have great curiosity in learning, especially in learning language, because language is tool of communication to express what they want to say and what they feel.

Moreover, teaching English to children at the early age is easier than adults. Children have great motivation to learn. Kerstin Klein in his book "*Teaching Young Learners*" (1993:6) defines teaching young learner is different from teaching adults. Young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them.

#### **D. Importance of teaching English Vocabulary**

According to Thornbury "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Thornbury, 2002:13). From the statement above, it can be concluded that in learning language, we should have a lot of vocabulary because without vocabulary, it is difficult to express something.

Swan and Walter in their book *Communicative Approach* define that "vocabulary acquisition is the largest and most important task facing the language learner" (Swan and Walter, 1984:14).

Tiedt says, “Words are so integral part of our way of living that the early development in children of a positive attitude toward words and word study is important, for it is through, this pleasurable feeling for words that the young students will learn to use them with effect (Tiedt and Sidney, 1967:42).

According to Petersen and Hayden in their book *Teaching and learning in the Elementary School* define language is a tool of communication. Early students of language frequently consider its main function to be “expression” of thoughts and emotions (Petersen and Hayden, 1988: 103).

Moreover Petersen in his book *Teaching and Learning in the Elementary School* defines that a certain basic level of attainment in linguistic skill is practically an essential prerequisite to the child ‘s formal education”(Petersen and Hayden, 1988:241).

From the definitions above, it can be concluded that learning language is always related to vocabulary. If we have a lot of vocabulary, it will be easier to master language. We can also express everything in our daily life because vocabulary is a basic matter in learning language.

### **E. Strategies in Teaching English Vocabulary**

According to Nation in his book *Bahasa Inggris—Vocabulary (2008:98)*. The strategy is important to make learner easier to learn language. There are several ways of quickly giving attention to a word. They are as follows:

- Writing the word on the board.
- Getting the learner to repeat the pronunciation of the word.

- Showing how the spelling of the word is like the spelling of known words.
- Giving the stress pattern of the word and the pronunciation.
- Showing the prefix, stem, and suffix that make up the word.
- Pointing out any spelling irregularities in the word (Nation, 2008:98).

The strategies above are important to support learning English vocabulary.

Learning vocabulary without repetition and practice will forget the lesson easily. Therefore, the writer chooses these strategies in order to be more effective and the learners receive foreign language (English) easily.

Beside the strategies above, there were other strategies to give the material of vocabulary such as:

- a. Using objects
  - b. Using illustration and pictures
- a. Using objects

Jean Brewster said, "Object in the classroom can be used or things brought to the classroom. Introducing a new word by showing the real objects often pupils to memorize through visualization" (Brewster and Dennis, 1992:90).

In teaching vocabulary, it is important to bring object in the classroom, because by object, the students can memorize what they have seen clearer than without real object.

- b. Using illustration and pictures

According to Jean Brewster," Visual support is very important to help convey meaning and help pupils memorize new word" (Brewster 1991:89).

The meaning is that the students can memorize the words by visual support (picture) easier than the students are asked to answer questions without picture or illustration, because visual support helps the students more memorable in achieving new words.



## CHAPTER III

### DISCUSSION

#### A. SDN Purwosuman 5 Sidoharjo Sragen

##### 1. Description of SDN Purwosuman 5 Sidoharjo Sragen

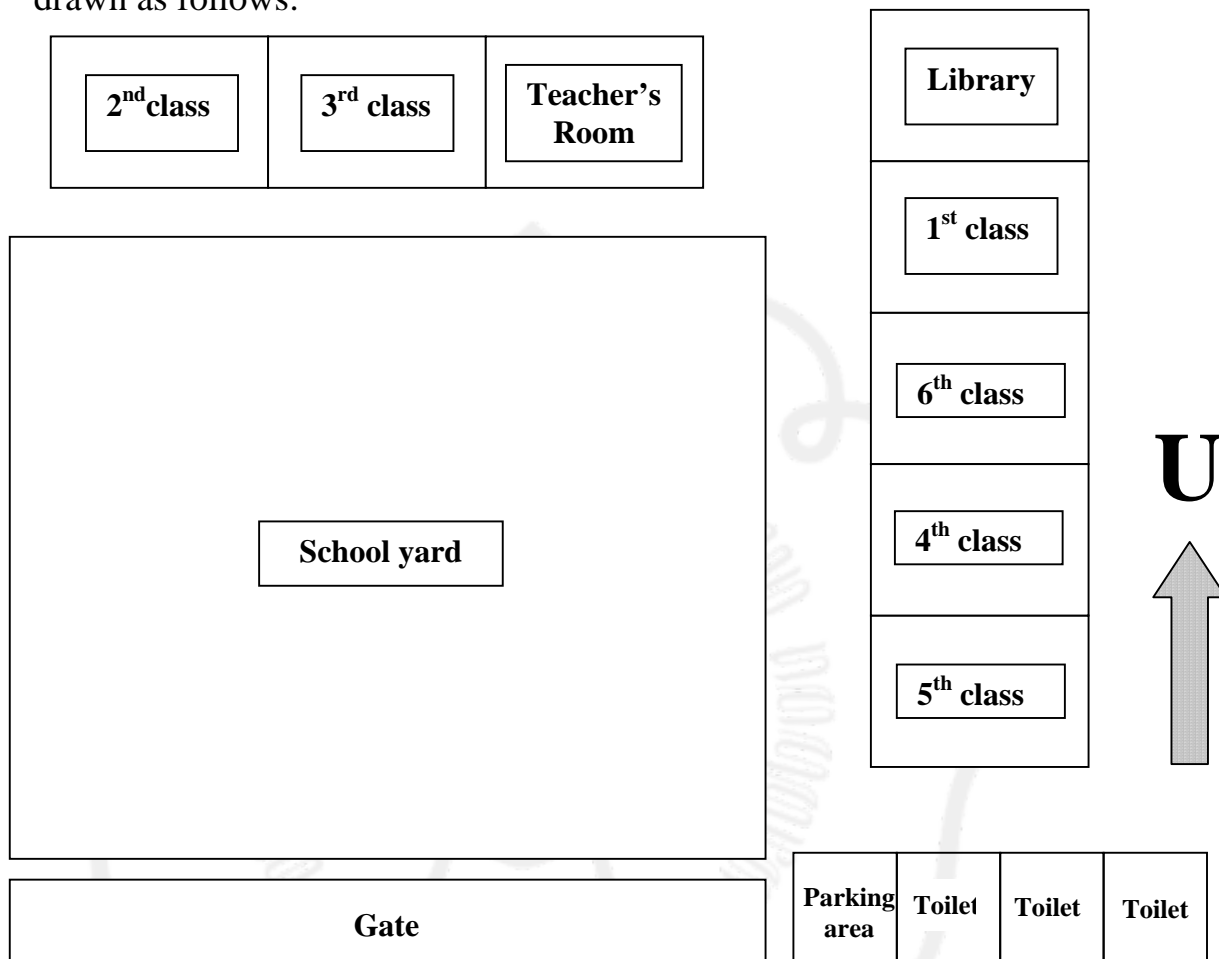
SDN Purwosuman 5 Sidoharjo Sragen is one of the Elementary Schools in Sragen. SDN Purwosuman Sidoharjo Sragen is divided into five schools. They are SDN Purwosuman 1 to SDN Purwosuman 5. The locations of SDN Purwosuman are different but they are still in one region. In doing the job training the writer chose SDN Purwosuman 5 Sidoharjo Sragen because it is not far from the writer's house.

A few years ago, SDN Purwosuman 5 Sidoharjo Sragen was a rice field of a village and then it was devoted by chief to the people of the village to be an Elementary School. SDN Purwosuman 5 Sidoharjo Sragen was inaugurated on June 23, 1983 in Jonggrangan, Sidoharjo Sragen.

Besides, the location of SDN Purwosuman 5 Sidoharjo Sragen is strategic because it is located in the center of the village, so that many parents living in the village chose to send their children to the school to be taught.

Moreover, there are some buildings in that school, such as six classrooms, one teacher room, three toilets, one parking area, one computer room, one library, one school clinic (UKS), and one garden.

The Location of SDN Purwosuman 5 Sidoharjo Sragen can be drawn as follows:



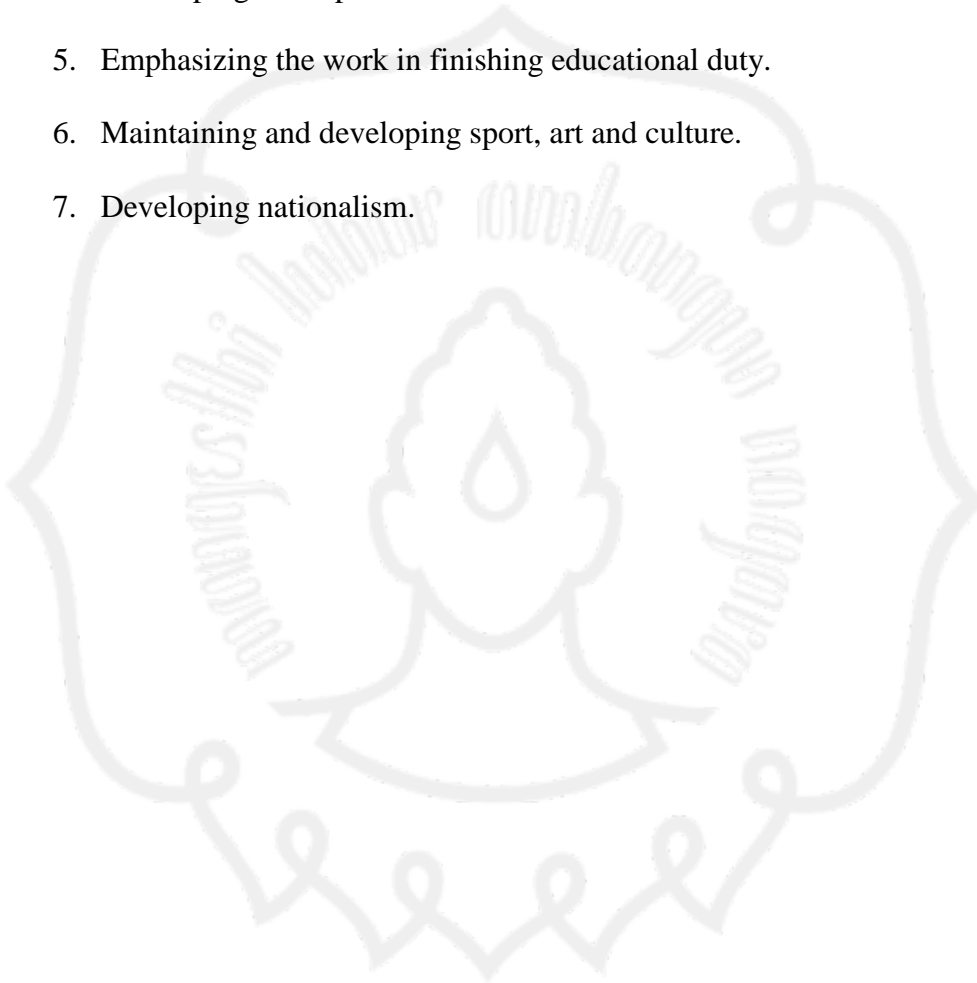
## 2. Vision and Mission of SDN Purwosuman 5 Sidoharjo Sragen

Every SDN Purwosuman has vision and mission. The vision and mission is connected to each other. The vision of SDN Purwosuman 5 Sidoharjo Sragen is that the students taught can have good achievement and politeness.

Beside the vision above, SDN Purwosuman 5 Sidoharjo Sragen has also missions as follows:

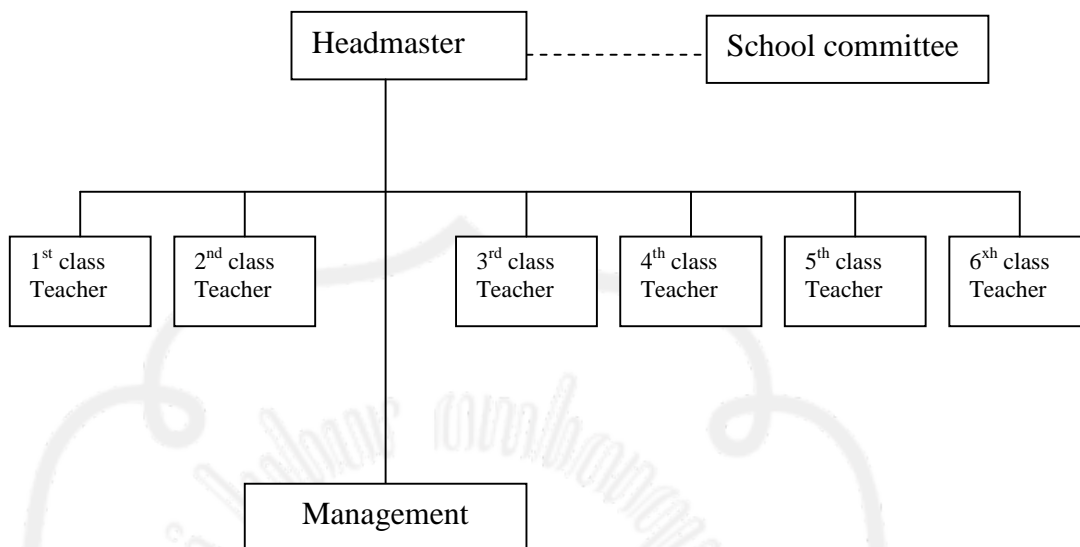
### Mission

1. Doing the learning activities and giving guidance.
2. Developing religion values and good deeds.
3. Creating a conducive situation for the effectiveness all of activities.
4. Developing a competitive culture to the students.
5. Emphasizing the work in finishing educational duty.
6. Maintaining and developing sport, art and culture.
7. Developing nationalism.

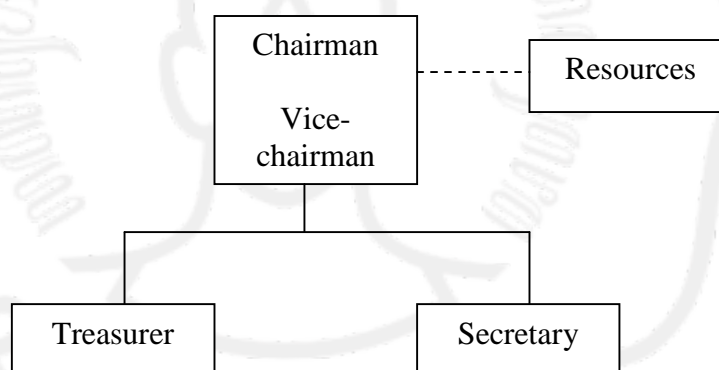




### 3. The Structural Organization of SDN Purwosuman 5 Sidoharjo Sragen



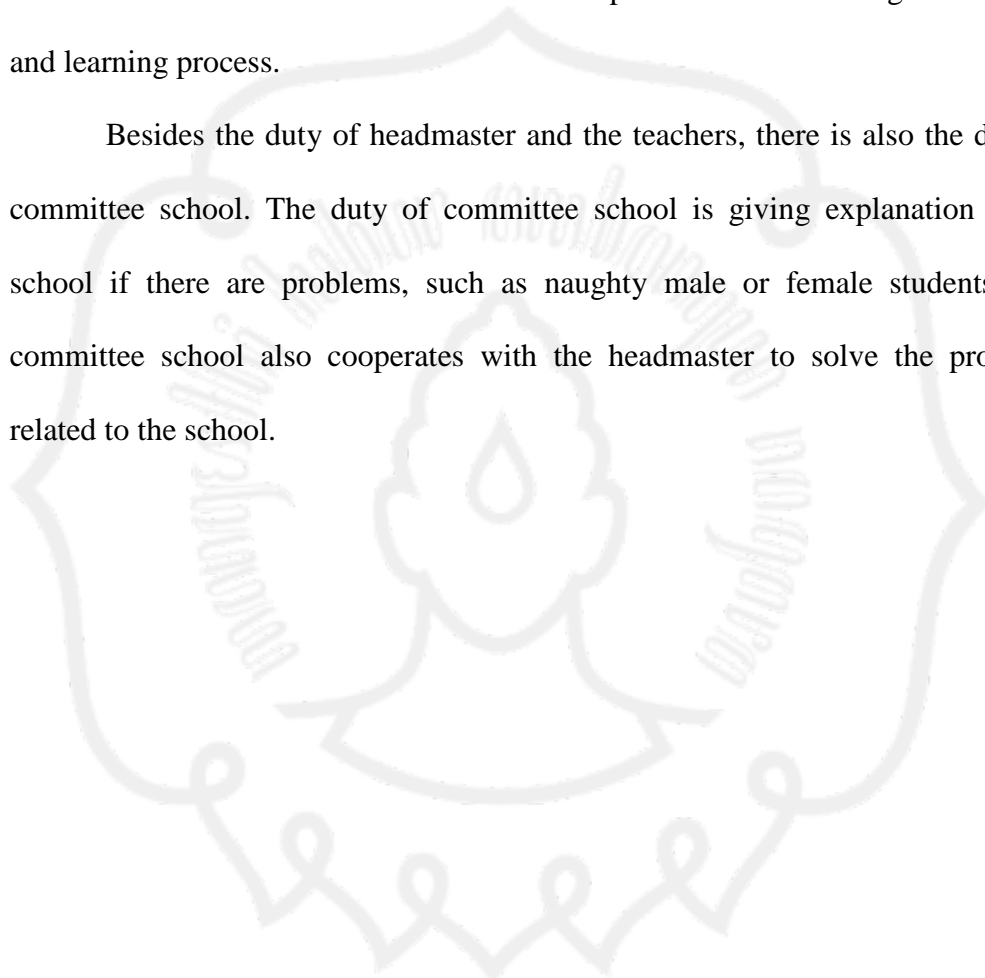
Structure Organization Committee School Consists of:



SDN Purwosuman 5 Sidoharjo Sragen was led by headmaster. The headmaster of SDN Purwosuman 5 Sidoharjo Sragen was Mr. Parto. He was headmaster few months ago. The previous headmaster resigned, while the procedure of replacement is still in process. The duty of headmaster handled everything related to the school, responsible to the school duties and helped by the teachers. All of the teachers of SDN Purwosuman 5 Sidoharjo Sragen were

women except the school-guard and headmaster. The staff of SDN Purwosuman 5 Sidoharjo Sragen was eleven teachers, one headmaster and one school-guard. Every staff has her own duties related to the field. SDN Purwosuman 5 Sidoharjo Sragen is still using class teacher to teach the students. The teacher's duty was to teach the students. All of the teachers were responsible in succeeding the teaching and learning process.

Besides the duty of headmaster and the teachers, there is also the duty of committee school. The duty of committee school is giving explanation to the school if there are problems, such as naughty male or female students. The committee school also cooperates with the headmaster to solve the problems related to the school.



## **B. The activities during job training**

### **1. Class observation**

Class observation was needed by the writer to support the teaching and learning process. By doing the observation, the writer could know the situation and the condition in the classroom.

The writer did the job training from on February 2, 2009 up to February 24, 2009. The writer came first to SDN Purwosuman 5 Sidoharjo Sragen on Monday February 2, 2009. Every Monday there is a flag ceremony and followed by the members of school, they were headmaster, teachers and the students of SDN Purwosuman 5 Sidoharjo Sragen and the writer.

During the job training, the writer taught the 1<sup>st</sup> class until the 6<sup>th</sup> class. However, the writer only reports the 4<sup>th</sup> class about teaching vocabulary to the 4<sup>th</sup> grade students.

In SDN Purwosuman 5 Sidoharjo Sragen the class starts at 07:15 and ends at 12 o'clock. The teachers of SDN Purwosuman 5 Sidoharjo Sragen advised the writer to come twice in a week they were on Monday and Tuesday for 5 hours in a day. The time that was taken by the writer to teach the students was 70 minutes in a lesson. The writer taught the 1<sup>st</sup> to the 3<sup>rd</sup> grade on Monday and the 4<sup>th</sup> to the 6<sup>th</sup> grade on Tuesday.

Moreover, there were 18 students studying in the 4<sup>th</sup> grade of SDN Purwosuman 5 Sidoharjo Sragen, but the class was provided with 20 tables and 20 chairs available for the students and their teacher. Actually the student's number

of the 4<sup>th</sup> grade consisted of 19 students, because one of the 4<sup>th</sup> grade students moves to Jakarta school, consequently there is one blank table and chair.

Besides, there are one blackboard, one cupboard, and some pictures in the classroom. The class also has a broom, a feather duster to clean the classroom and there is a garbage bin put outside the classroom.

In doing the job training the writer chosen the 4<sup>th</sup> grade students because the 4<sup>th</sup> grade students easy to be taught although their vocabulary was limited. In addition to that, the English lesson of the 4<sup>th</sup> grade students started after the first break that was 09:45 up to 11 am.

## **2. Making lesson plan**

Before teaching and learning process, the writer has to make lesson plan. Lesson plan was made in order to the lesson given to the students can be suitable with the goal in teaching and learning process, focus on the material, and run smoothly.

In making lesson plan, the writer has four parts, namely as follows:

### **a. Motivating strategy**

Motivating strategy was used to know how far the students have motivation to learn English. The writer introduced the material to the students. After that the students had to answer the writer's question related to the material. By this way, the students could be motivated in learning English. If the students have high motivation, the lesson given would be acquired easily. Therefore, motivating strategy was really needed in making lesson plan.

b. Presentation strategy

Presentation strategy was used to inform the student what would be learned and explained to the student what would be done after getting explanation. In presentation strategy, the writer showed pictures such as: an apple, mango, etc. After that, the writer asked the students to take-noted the material in their book. Besides using picture in explaining the lesson, the writer also used real object to motivate the students in learning English and few minutes before finishing the class, the writer asked about the material that was taught. If they could answer, the fruit could be their own.

c. Skill practice

Skill practice was given by the writer to the students. It was given to measure how far they master the lesson (vocabulary). Sometimes the writer used the game in learning vocabulary. The game also supported to learn English. By giving some educated games, the students could enjoy the learning English process. It must be suited with the student's ability in order they could do well.

d. Assessment

In this case, assessment was one of ways needed to measure student's progress. Assessment was also given to the student if they were active in class. Assessment included many things such as: doing homework, active answer question and high motivation to learn. Assessment was also given to the student by testing in individually or in group. Besides, assessment was used to see whether the learning is successful or not.

### C. Teaching and learning process

According to the writer there were four aspects in teaching and learning process.

They were:

1. The students

The students of the 4<sup>th</sup> grade in SDN Purwosuman 5 Sidoharjo Sragen consisted of 18 students, 7 male students and 11 female students. Their ages were between 11 up to 13 years old.

2. Resource book

In teaching the lesson, every teacher needed resource books. The resource books helped the teacher explained the material easier. By having resource books, the teacher could be guided if there were difficult words. However, the writer took the material from the LKS because she was asked by the teacher of the 4<sup>th</sup> grade students in SDN Purwosuman 5 Sidoharjo Sragen to do that, but sometimes the writer modified the material to be understood easily, because the students were still difficult to master the material from LKS. The material was concrete words such as: food, vegetable, shape, etc.

3. Time

In teaching English vocabulary in SDN Purwosuman 5 Sidoharjo Sragen, allotted time used by the writer was 70 minutes. Therefore, the writer prepared everything related to the lesson such as: lesson plan.

#### 4. Teacher

As a teacher, he or she should be able to handle everything that related to the activities in the classroom. Besides, he or she must have good performance and patient in the teaching and learning process because the students would imitate what they saw and what they heard generally.

Before doing the job training the writer made the above lesson plan. The lesson plan made the writer focused on the material of the lesson that would be given. The material taken from the LKS “Enjoy Your English” published by CV Harapan Baru”. The writer also applied the strategies in teaching English vocabulary entitled “Bahasa Inggris-Vocabulary”, using object and illustration pictures in order to be easier for learning language. These strategies made the students understand the material and they could learn English spontaneously.

For example:

The Writer : It is an apple (the writer shown the real object).

The Students : (the students repeat) It is an apple.

During the job training the writer gave the material just like what the teacher class said. However, the writer modified little the material. The teaching and learning process of English vocabulary could be seen as follows:

##### a. Greeting

Firstly, the writer greeted the students. Greeting was between both, the writer and the students as follows:

Writer : Good morning student.

Student : Good morning.

Writer : How are you today?

Student : I am fine, thank you and you?

Writer : I am fine too. Thank you.

Secondly, after greeting finishing, the writer checked attendance the student one by one and asked who absent today, but before presenting new material the writer asked question to the student about what the lesson had they learned last week at least ten minutes.

Thirdly, the writer asked to the students about new material that would be learned. The question as follows:

Do you like fruit?

Can you mention the name of fruit?

What fruit do you like?

As usual, the writer used the picture to present the material to learn, but in this case the writer brought real object (fruit) to show it.

The objective of this lesson was to introduce the student about fruits and they could mention the name of fruits clearly because they had seen the real object.

#### b. Presentation

In this part the writer gave a piece of paper to the student that would be learned together in the class and sometime the writer wrote the words on the board.



**Reading**

**Repeat and read.**

pear	■	bush pir	papaya	■	pepaya
avocado	■	alpukat	date	■	kurma
mangosteen	=	manggis	watermelon	=	semangka
melon	=	melon	lemon	=	lemon
pineapple	=	nanas	orange	=	jeruk
berry/strawberry	■	buah delima	mango	=	mangga
banana	■	pisang	apple	■	apel

**Look and read.**



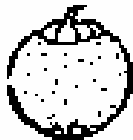
This is a pear



This is a watermelon



This is an avocado



This is a mangosteen



This is a mango



This is a melon



This is an apple



This is a pineapple



This is an orange



This is a banana



This is a papaya

After giving a piece of paper, the writer asked to the students repeating the word over and over again. Besides, the writer asked the student practicing the words of the language to each other with their friends.

c. Exercise/ skill practice

An exercise is important to know how far they master vocabulary and measure their skill in English vocabulary. In this part, the writer gave exercises that would be done by the students. The exercises could be done in individually and in group. When the exercises have been submitted, the writer checked the exercises and written down the answer on the blackboard while the students answer the question that submitted.

In addition to that, if the majority of the students could not answer the question, the teacher must answer the question. The exercise could be done in individual or in a group, but sometimes the students did the exercise in a game.

*Game:*

*The step of the game:*

1. The students make a group.
2. Each group consists of 3-5 persons (male students and female students).
3. Each group gives a member to go forward and says one word related to “fruit”.
4. The teacher shows fruit (an apple).

The teacher says for example “what is this”?

5. The student says “this is an apple”.
6. If he or she can answer properly, fruit can be their own group.
7. Group that answers question get a gift (fruit) and then fruit given to the member of group that answer the question.

d. Assessment

In this part, the writer could review what she had been explained or gave home work to the students, relation between lesson and next lesson.

**D. The Problem in teaching vocabulary to the 4<sup>th</sup> grade students of SDN Purwosuman 5 Sidoharjo Sragen**

1. English Facilities

In teaching English, we should have some facilities to support the success of the teaching and learning process. Without the facilities, it was difficult to teach the students. Therefore, the writer was difficult to teach English vocabulary because there was no English facility such as: language laboratory, modeling, TV and LCD. In addition to that, there is no handbook for the students, except the LKS. They do not have additional material to be learned at home, so that the students likely forget the previous lesson. Besides, the some students have only one or two books for all subjects. Therefore, the students are difficult to learn the lesson because their books are limited and they can not learn conductively.

2. The student characteristics

There were many characteristics of students in the 4<sup>th</sup> grade SDN Purwosuman 5 Sidoharjo Sragen. They were moody, quite, hyper active, and they

did not want to keep silent so that the situation and condition in teaching and learning process were not conducive and the material that was received by the students was limited.

### 3. Others class

Sometimes, there was no handle others class when teaching and learning process, so that it disturbed the students of the 4<sup>th</sup> grade to acquire the lesson.

### 4. Pronunciation

The students were difficult and forget in pronouncing the word, because in daily life their teachers used mother tongue in teaching and learning process.

### 5. Syllabus

The institution has not syllabus yet.

## **E. The solution to the problems in teaching vocabulary**

1. The school: The school of SDN Purwosuman 5 Sidoharjo Sragen should pay more attention to the English teaching in its institution to increase the educational qualities. Moreover, the facilities to the teacher and student are not available completely so that the institution must complete that by providing modeling, TV, language laboratory, etc. Besides, every school should have facilities and media.
2. The solution of the students' characteristic was needed cooperation between the teacher and the students. By cooperation between them, the condition in the class could be handled well.

3. The others teacher should cooperate in handling the students, because by handling the students, the situation and condition will be impact in teaching and learning process.
4. English is foreign language for the students of SDN Purwosuman 5 Sidoharjo Sragen. Moreover, the students were asked to pronounce the word. They were often difficult and forgot the new vocabularies. Therefore the writer had to repeat those vocabularies over and over again. Although the students' sounds in pronouncing those vocabularies did not hear clearly, at least they could know the meaning.

For example:

“Mango” : should be read “maenggo” but the students said “mango”.

5. The school did not have a syllabus yet. The syllabus is a facility that supports the teaching and learning process. Without syllabus, the lesson could not be acquired properly. Therefore, the institution should be able to create the syllabus.

## CHAPTER IV

### CONCLUSIONS AND SUGGESTIONS

#### A. CONCLUSION

Based on the job training done by the writer, there are some conclusions in this final project report, they are:

Firstly, before doing the job training, the writer used a lesson plan. There were four strategies in making lesson plan, they were:

1. Motivating strategy

In this case, motivating strategy was used to know how far the students have motivation to learn English by showing some pictures relate to the topic of the days lesson and by asking some questions.

2. Presentation strategy

Presentation strategy was used to inform the student what would be learned and what would be explained to the students.

3. Skill practice

In this stage, skill practice was used to know the student' ability, how far they master English (vocabulary).

4. Assessment

The last stage was assessment used to know the student's progress and also to assess the students whether they were active in class or not.

The strategies used in teaching vocabulary to the 4<sup>th</sup> grade students in SDN Purwosuman 5 Sidoharjo Sragen were by asking the students:

- Writing the word on the board.
- Getting the learner to repeat the pronunciation of the word.
- Showing how the spelling of the word is like the spelling of known words.
- Giving the stress pattern of the word and the pronunciation.
- Showing the prefix, stem, and suffix that make up the word.
- Pointing out any spelling irregularities in the word.
- By teaching using object, illustration and pictures.

Secondly, the writer also faced problem in teaching vocabulary to the 4<sup>th</sup> grade students of SDN Purwosuman 5 Sidoharjo Sragen. They were:

#### 1. English Facilities

There was no English facility such as: language laboratory, modeling, TV and LCD. In addition to that, there is no handbook for the students, except the LKS. The students do not have additional material to be learned at home, so that the students likely forget the previous lessons.

#### 2. The student characteristics

The characteristics of the students in the 4<sup>th</sup> grade SDN Purwosuman 5 Sidoharjo Sragen were moody, quite, hyper active, and they did not want to keep silent so that the situation and condition in teaching and learning process were not conducive.

#### 3. Others class

There was no handle others class when teaching and learning process, so that it disturbed the students of the 4<sup>th</sup> grade to acquire the lesson.

#### 4. Pronunciation

The students were difficult and forget in pronouncing the word, because in daily life their teachers used mother tongue in teaching and learning process.

#### 5. Syllabus

The institution did not have a syllabus yet. The syllabus could make teaching and learning process better. The syllabus also supported teaching and learning process.

The solution to the problems in teaching vocabulary

1. The school of SDN Purwosuman 5 Sidoharjo Sragen should pay more attention to the English teaching in its institution to increase the educational qualities by providing English facilities, such as: language laboratory, modeling, TV, etc.
2. The solution on the student characteristics is by cooperation between the writer and the students.
3. The teacher should cooperate in handling and advising the students.
4. The students had to repeat the word over and over again in pronouncing new vocabularies and studied hard in order to be able to master vocabulary.
5. The school should be able to create the syllabus.



## B. SUGGESTIONS

Based on the final project report, the writer has some suggestions to some parties as follows:

1. The institution:

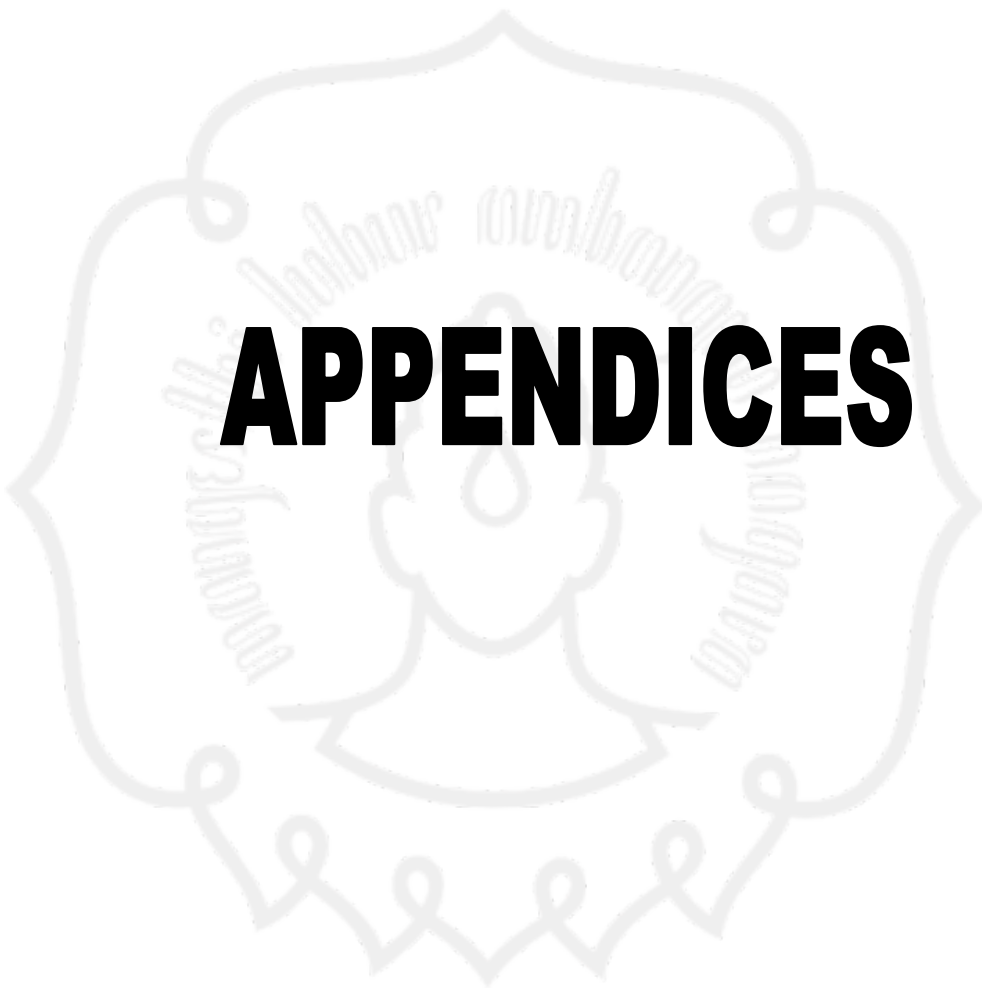
There were some English book in the library, but the students never read English books. They only read Indonesia book while English books were not read. Meanwhile, English is taught for one year in SDN Purwosuman 5 Sidoharjo Sragen so that their vocabulary is limited and they do not have much interest in mastering and learning English. Therefore, the institution should pay more an attention to the English lesson by providing modeling or other media that support the teaching and learning process.

2. The reader

The writer hopes that this final project report can give knowledge for the readers in teaching vocabulary to the 4<sup>th</sup> grade students.

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# APPENDICES

**Reading**

Repeat and read.

pear	=	bush pir	papaya	=	pepaya
avocado	=	alpukat	date	=	kurma
mangosteen	=	manggis	watarmelon	=	semangka
melon	=	melon	lemon	=	lemon
pineapple	=	nanas	orange	=	jeruk
pomegranate	=	bush delima	mango	=	mangga
banana	=	pisang	apple	=	apel

Look and read.



This is a pear



This is a watermelon



This is an avocado



This is a mangosteen



This is a mango



This is a melon



This is an apple



This is a pineapple



This is an orange



This is a banana









This is a papaya



Name :  
Class :  
No. :

### FRUITS

Fill in the blanks with the right answer  
(Isilah titik –titik dengan jawaban yang benar)

1. My father likes..... 
2. I don't like melon , but I like ..... 
3. Bayu and Rudi like (*mangga*) ..... , but they do not like orange. 
4.  My friends like.....
5. Father and mather eat (*belimbing*).....
6. I like .....(*nanas*) verymuch.
7. I do not like orange , but it is .....
8. Tina want to buy (*apel*)..... 
9. Irfan eats (*anggur*)..... 
10. My grand father likes (*buah naga*)

Choose the correct answer by crossing a,b,c,or d.  
Pilihlah jawaban yang benar dengan menyilang huruf a,b,c atau d)

1. Lestari : .....?  
Putri :This is a water melon 
  - a. What is this?
  - b. Where is that?
  - c. Who is that?
  - d. When is that
2. Andi :What is this?  
Dimas :..... 
  - a. This is an orange
  - b. This is pineapple
  - c. This is an apple
  - d. This is mango

3 Dian likes .....



- a. Melon
- b. Mango
- c. Pear
- d. Mangosteen

4 Father and mather like .....

- a. Water melon
- b. Grape
- c. Melon
- d. Apple



5 I want to buy .....



- a. Mango
- b. Banana
- c. Dragon fruit
- d. Avocado

6 The Shape of egg is .....

- a. Rectangle
- b. Cone
- c. Square
- d. Triangle

7 This is a .....



- a. Rectangle
- b. Cube
- c. Cylinder
- d. Square

8 Wahyu : What is this?

Ilham : This is a.....



- a. Red rectangle
- b. Green square
- c. White cone
- d. Black circle

9 Suci : What is Miss.Wiwit profesion?

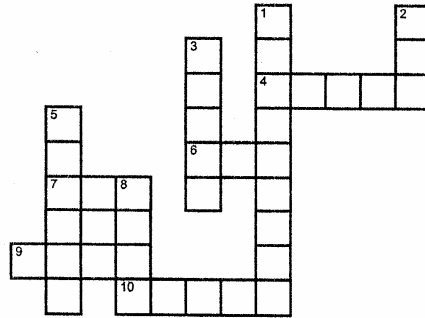
Arnesya: She is a.....(*Perawat*)

- a. Doctor
- b. Teacher
- c. Student
- d. Nurse

10 There is ruler(*di atas*) the table.

- a. In
- b. On
- c. Beside
- d. Under

# Transport Crossword



## Down

1. M \_ t \_ r b \_ k \_



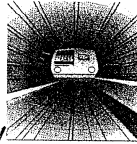
2. V \_ n \_



3. Tr \_ \_ k



5. S \_ b \_ \_ y

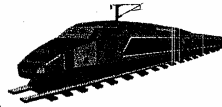


8. S \_ \_ \_



## Across

4. Tr \_ \_ \_



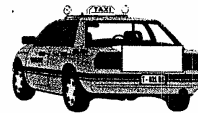
6. C \_ \_



7. B \_ \_



9. T \_ x \_



10. P \_ \_ \_ \_




Name :  
 Class :  
 No. :

Choose the correct answer by crossing a,b,c,or d.  
 (Pilihlah jawaban yang benar dengan menyilang huruf a,b,c atau d)


1. Yuyuk can go to Bali by..... (kapal terbang)  
 a. Train  
 b. Plane  
 c. Ship  
 d. bus

2. Kalimantan is over the sea. It is very far.  
 We can go to there by.....


- a. Pedicab  
 b. Motorcycle  
 c. Plane  
 d. Train

3.  Dinda lives 2 kms from school. It is rather far .She goes to school  
 by....


- a. Train  
 b. Bus  
 c. Car  
 d. Cycle

4.  It is plane?  
 No, It is not.  
 It Is not plane?  
 It is a .....

- a. Train  
 b. Ship  
 c. Car  
 d. Plane

5.  What is this?  
 This is .....

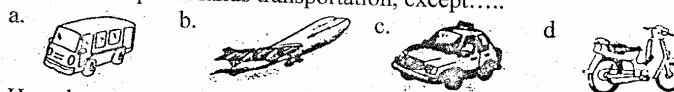
- a. Pedicap  
 b. Train  
 c. Plane  
 d. Ship

6.  Devi and Andri go to restaurant by.....

- a. Bus  
 b. Pedicap  
 c. Car  
 d. Truck



7. Bellow are the example of lands transportation, except.....



8. Gonik: How does your sister go to campus?

Jodi : She goes to campus by.....(sepeda motor)

- a. Train
  - b. car
  - c. motor cycle
  - d. bus
9. A.....can cross the ocean.
- a. Ship
  - b. cart
  - c. plane
  - d. car
10. Motorcycle is faster than .....
- a. Bus
  - b. plane
  - c. pedicap
  - d. bicycle

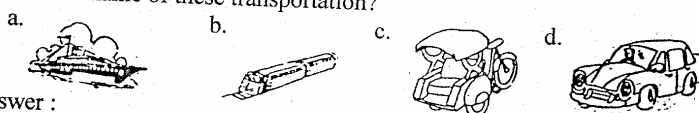
**Fill in the blanks with the correct answer!**  
**0(Isilah titik-titik di bawah ini dengan jawaban yang benar)**

1. If we want to go to Solo, we should go to by.....
2. A bus stop at the .....
3. A person who drive a car is.....
4. We can go to abroad by.....
5. Denꞑ goes to school on .....




**Answer the following question!**  
**(jawablah pertanyaan berikut)**

6. Rearrange these words (susunlah kata- kata berikut)
  - a. on- foot -Kuncoro- school -goes to :
  - b. is - motor cycle -there - a :
  - c. We - go to - America- by plane :
7. Mention kinds of land transportation( transportasi darat),5!  
 Answer:
8. What is the name of these transportation?



Answer :

9. How does your teachers go to the school? (sepeda motor)  
 Answer :

10.  What does Syaid go to school by?

**Good Luck!**