

**TEACHING VOCABULARY TO THE 4<sup>th</sup> GRADE  
STUDENTS IN SDN TUGU JEBRES NO.120,  
SURAKARTA : INDOOR AND OUTDOOR  
ACTIVITIES**



**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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Approved to be examined before the Board of Examiners

English Diploma Program, Faculty of Letters and Fine Arts

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Title: TEACHING VOCABULARY TO 4<sup>th</sup> GRADE IN SDN TUGU JEBRES  
NO.120, SURAKARTA : INDOOR AND OUTDOOR ACTIVITIES.

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**Report Title : TEACHING VOCABULARY TO 4<sup>th</sup> GRADE STUDENTS  
IN SDN TUGU JEBRES NO.120, SURAKARTA : INDOOR  
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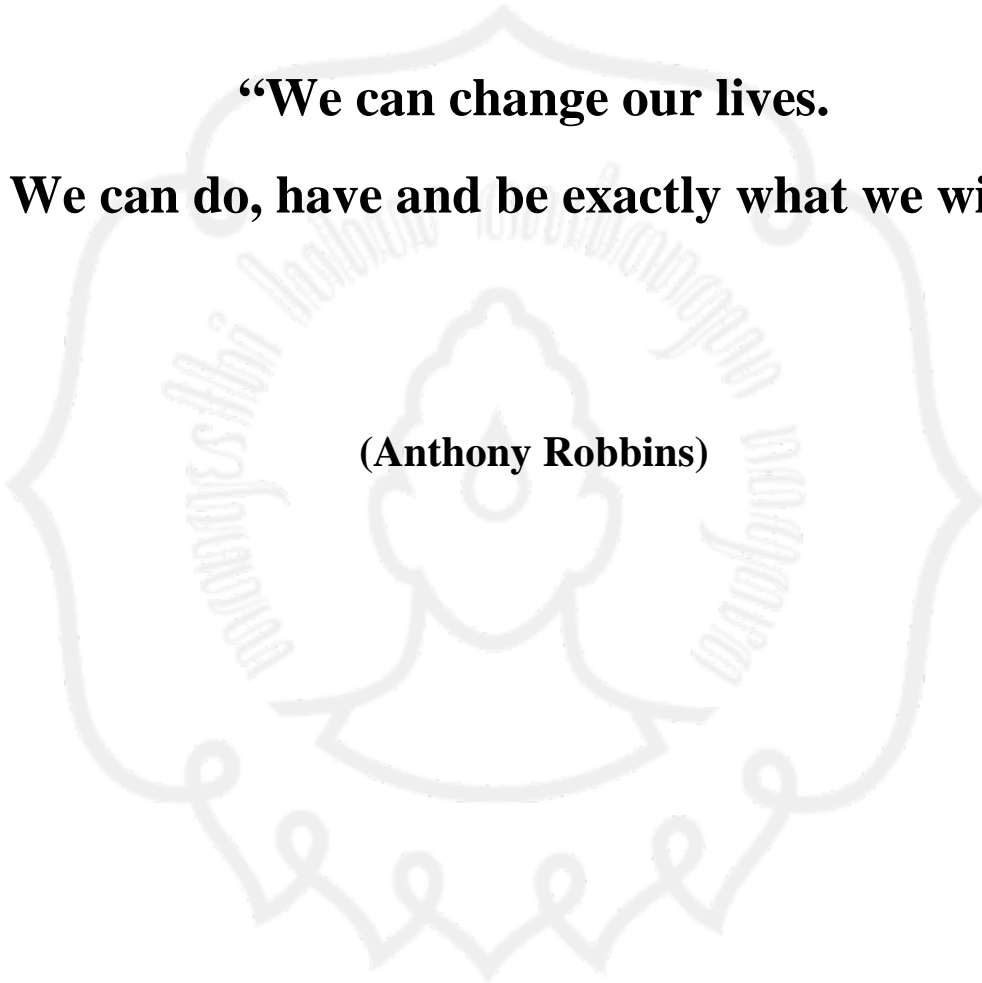
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**MOTTO**

**“We can change our lives.  
We can do, have and be exactly what we wish”**

**(Anthony Robbins)**



## PREFACE

First of all the writer would like thank to Allah SWT for the blessing and the guidance during the study in English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

Finally, the writer has been able to finish final project report entitled “Teaching Vocabulary to 4<sup>th</sup> Grade Students in SDN Tugu Jebres No.120 Surakarta : Indoor and Outdoor Activity ”. It is impossible to finish this report without assistances and support from both individuals and institutions. Therefore, in this occasion, I would like to give my thanks for the English Diploma Program and SDN Tugu Jebres, Surakarta. I would also thank for Drs. Agus Hari Wibowo, M.A for giving me guidance and assistance in finishing this final project.

The writer is aware that this final project is far from being perfect. Therefore, all suggestion and criticism are kindly for the improvement of this report.

April, 27<sup>th</sup> 2009

Martias Wahyuning Imastuti

## ACKNOWLEDGMENT

Alhamdulillah hirobbil alamin. First of all I would like to say thank a lot to Allah SWT for blessing and giving me in finishing this final project. You are always in my mind, my heart and my life.

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5. My mom, my dad, my big bro. .Thank you for everything. I will always love you.
6. All of my friends in English Departement, thank you guys.
7. All the teachers and students in SDN Tugu Jebres No.120.
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## DEDICATION



**I dedicated his final project report to :  
My parents, my family, my friends and my self**



## ABSTRACT

**Martias Wahyuning Imastuti 2009. TEACHING VOCABULARY TO 4<sup>TH</sup> GRADE STUDENTS IN SDN TUGU JEBRES NO.120, SURAKARTA : INDOOR AND OUTDOOR ACTIVITIES. English Diploma Program Faculty of Letter and Fine Arts, Sebelas Maret University.**

This final project is written based on job training done at SDN Tugu Jebres No.120, Surakarta. The purposes of this final project are to describe the difficulties of English vocabulary teaching process to 4<sup>th</sup> grade students in SDN Tugu Jebres No.120, Surakarta and find out the advantages of doing outdoor activity in English vocabulary teaching process in SDN Tugu Jebres No.120, Surakarta.

By observing the class, interviewing the students and directly teaching at the fourth grade class, I can complete the project. The processes of teaching English vocabulary consist of some activities. They are greeting, BKOF (Building Knowledge of the field), modeling of the text, joint construction and individual construction of the text (Exercises), and Ending the lesson. The materials used to teach English vocabulary were taken from "FOCUS" book provided by school.

During the English teaching vocabulary process, there are some difficulties. The difficulties are related to the problems both the teacher and the students. The problems of the students are memorizing, understanding text, pronouncing the words, and their paying attention to the teacher explanation. Meanwhile, the problems of the teacher were classroom management, the condition of the students, the limited time and the limited facilities. To handle this problem, I try different way to teach. This is by doing outdoor activity, sometimes. It can not do every meeting. I can take advantage from this way. Students easy to remember, because they can see the real object directly also they do no get bored in learning process, not only in class.

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## CHAPTER I

### INTRODUCTION

#### A. Background

In education, English is the first foreign language that is taught to the children in the school. English is better taught to the students as early as possible because it is a basic for them to enter the next stage of education and prepare them in facing global challenges too. They need to learn what words mean and how to make the sentences from the word. They will easily understand the sentences if they know the meaning of each word. In English learning vocabulary, children just study about the things that usually do and see in their daily life such as: fruits, animals, vegetables, transportation, things in the kitchen, etc. The materials are made so easy in order to make them understand clearly the activities that should be done in learning English. Besides, pictures will give more understanding on the meaning of a new noun English.

Teachers realize that the students must learn thousands of word used in speaking, writing, reading and listening. They must prepare some techniques for helping the students in learning vocabulary. For example the writer can use picture and real object. It will give more understanding about the meaning of those words. Therefore, the writer is interested in teaching English vocabulary to students of elementary school and she held the job training as an English teacher in SDN TUGU JEBRES No.120.

The writer taught the students of the 1<sup>st</sup> grade up to 6<sup>th</sup> grade, but she focused on the 4<sup>th</sup> grade to teach English vocabulary.

Based on the explanation above, the writer presents the final project report entitled **“TEACHING VOCABULARY TO 4<sup>th</sup> GRADE STUDENTS IN SDN TUGU JEBRES NO.120, SURAKARTA : INDOOR AND OUTDOOR ACTIVITIES”**

### **B. Objectives**

The objectives of the final project report are as follows:

1. To describe the difficulties in teaching english vocabulary process to 4<sup>th</sup> grade students in SDN Tugu Jebres No. 120, Surakara.
2. To find out the advantages of doing outdoor activity in teaching english vocabulary process in SDN Tugu Jebres No. 120, Surakarta.

### **C. Benefits**

The writer hopes this final project can give the benefits:

1. To the English teacher at SDN Tugu Jebres

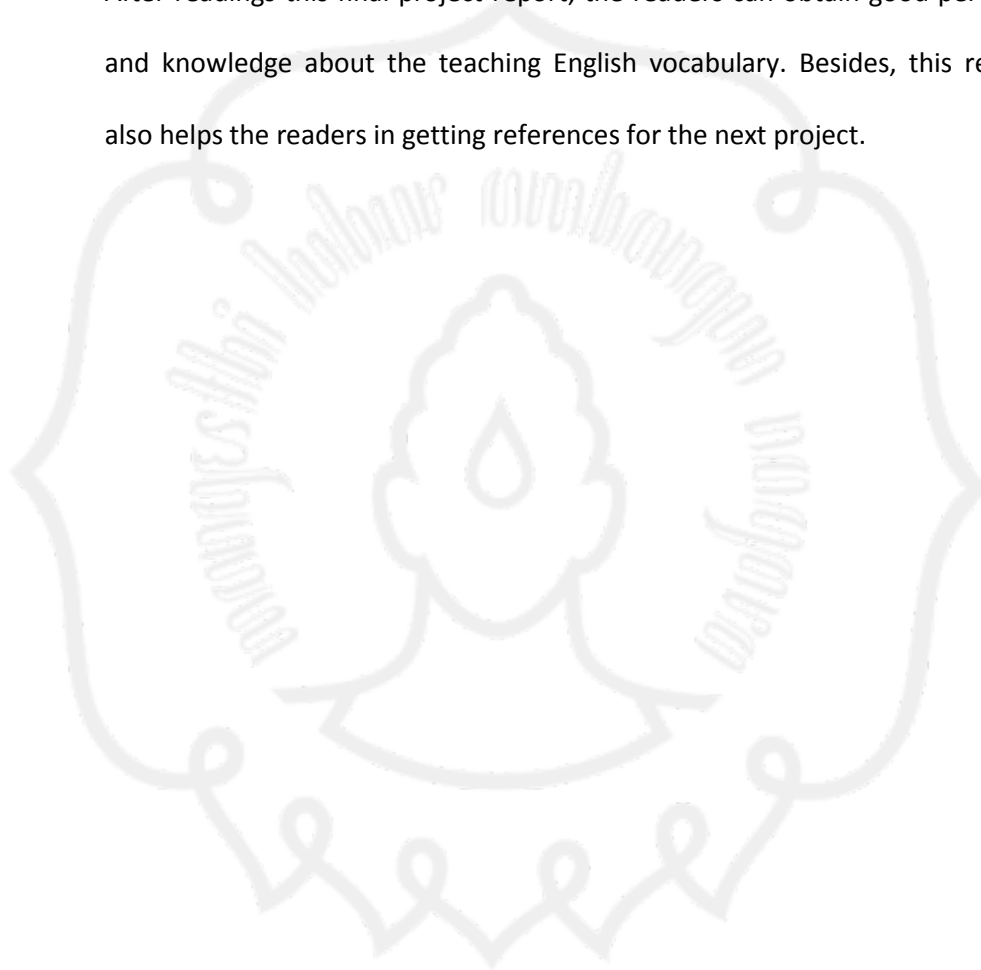
This final project can be used by the English teacher of SDN Tugu Jebres as references about solution in English class.

2. To the students of English Diploma Program

The writer hopes that final project can give the advantages and add the information to the students of English Diploma Program who are interested in teaching English to young learners.

### 3. Readers

After readings this final project report, the readers can obtain good perception and knowledge about the teaching English vocabulary. Besides, this research also helps the readers in getting references for the next project.



## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching and Learning

##### 1. Teaching

Education is a combination of teaching and learning. 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, Douglas, 2000:7 )

There is a considerable debate about whether young learners learn language better or more efficiently than older or adult. In general the evidence is unclear. What is certainly clear is that effective teachers can help learners to progress rapidly at any level of schooling. ( Brumfit, Moon, Tongue, 1995: vi )

Teaching can be defined as the activity done by someone to give knowledge or to help someone else to understand something. There some policies to be a good teacher

1. A teacher should make an interesting lesson
2. A teacher must love his/her job
3. A teacher should have his/her own personality
4. A teacher should have a lot of knowledge
5. A good teacher is an entertainer in positive sense, not in negative sense

(Harmer, 1998:1-2)

The students need a teacher to teach them because the teacher can become a special motivation for the students study well. Besides, motivation is very important in teaching and learning activity. If they do not have motivation, they also do not want to study anything. From the reason above, the teacher can make the students interested in learning English, so that it becomes easier for who wants to presents vocabulary to the students.

## **2. Learning**

Kimble and Garmeny said that “Learning is relatively permanent change in behavior tendency and is the result of reinforced practice”

( Kimble and Garmeny, 1963:133 )

Learning is an activity or work, which is done by someone during the teaching and learning process to get the knowledge. Learning and teaching can not be separated. Both of them are essential in accepting new knowledge. According to Harmer, learning can be defined as “the process of accepting the knowledge”.

( Harmer, 1998: 237)

Lewis and Hills state, “The more students understand about the process of learning the foreign language, the more they will be able to take responsibility for their own learning” (Lewis and Hill, 1985:18). Based on the statement above, in learning, students have to be the active individual learners. The active learner does not depend

on the teacher, but he/she has to look for other resources. Those things play a very important role in supporting the learning activity so it can run well.

### **B. Teaching Vocabulary**

Vocabulary is very important in both learning and teaching. Besides, vocabulary is basic of language. It means that vocabulary is a key to communicate with others. If the learners do not know the meaning of the words, they will have difficulties to understand what they read, learn, and see. According to Mc Charty, "the biggest competent of any language course is vocabulary" (1990:vii). It makes vocabulary very important, bad vocabulary will caused bad understanding of the text.

Meanwhile Shmit states that, "the most important part of learning foreign language is learning vocabulary" ( Schmit, 1997:201). We can make a conclusion that th first stage for studying a new language is vocabulary. Moreover, Bowen and Mark said that "it is self-evident that even if you know the grammar and the rules communication of a given language, if you do not know enough vocabulary you will not be able to express your self adequately"(1994:91)

### **C. Teaching English to Young Learner**

Teaching English to young learner is different from teaching to adult. Young learners are those who begin the English teaching learning at elementary school. Young learners end to change their mood every time. At the primary level, children are still



capable of assuming every lesson given by their teacher owing to their immature intelligence. It means that the young learners have different characteristic and variety of ability in accepting and also learning every lesson given by the teacher.

Every learner is different from one another. Learners are also influence by their age and by their educational, social and cultural background. A. Scott and Lisbeth H. Yetrebeg (1998:1-4) have identified children into two main groups namely : five to seven years old and eight to ten years old children. The characteristic of eight to ten years old children are as follows :

1. They can tell the difference between fact and fiction.
2. They can ask the question all the time.
3. They are able to make some decision about their own learning.
4. They have definite view about what they like and do not like.
5. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
6. They are able to work with others and learn from others.

The characteristic above show that children are complicated.

## CHAPTER III

### DISCUSSION

#### A. The general description of SDN Tugu Jebres No. 120

##### 1. The brief history of SDN Tugu Jebres No. 120

In 1965, the society of Kentingan Kulon had an idea to establish Elementary school, because the school age children had to go to Ngoresan or Kentingan for school, and it is far enough.

Finally, SDN Tugu Jebres was established. Because there was not a school building, the teaching learning activities were conducted in the resident's house. This condition ran for 3 years.

In 1967, the society and a donor had a cooperation to set up a simple building for conducting the teaching learning activities. Therefore, SDN Tugu Jebres No.120, Jebres, Surakarta city was officially established and there were three class rooms (First, Second, Third class).

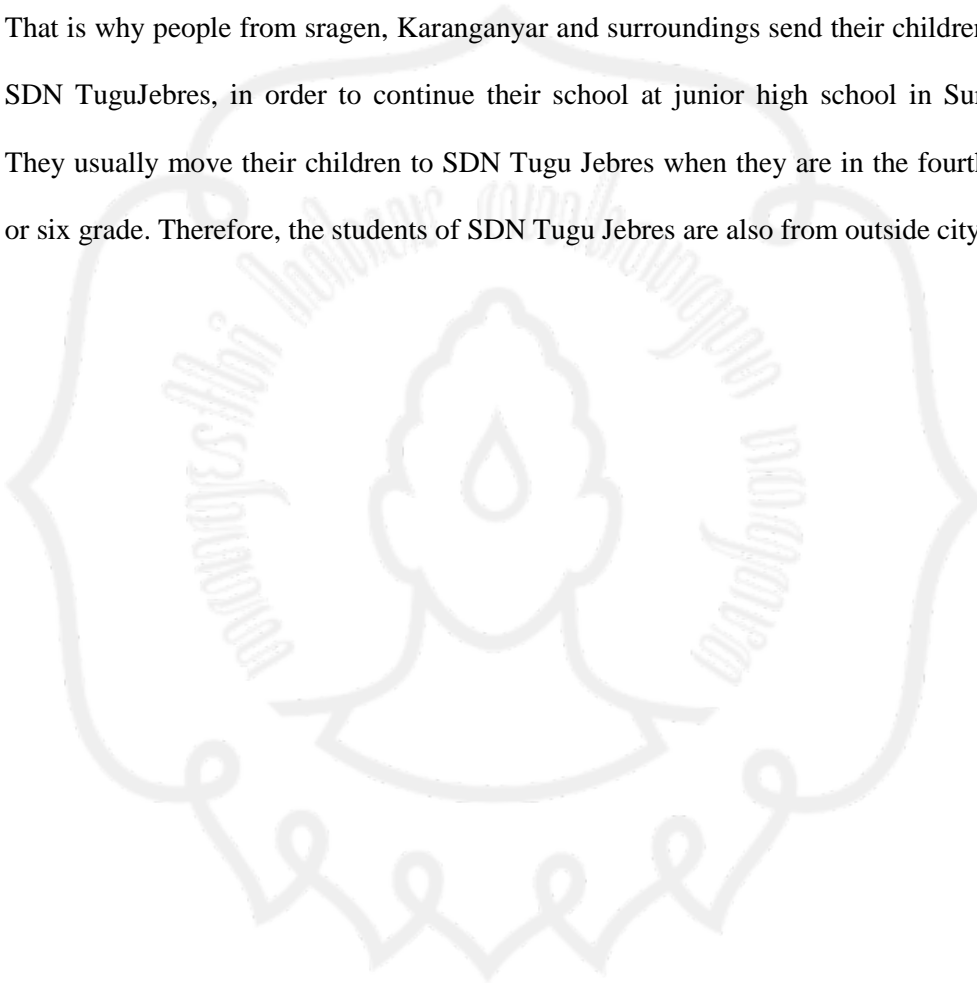
This school was named SDN Tugu Jebres, because there was SDN Tugu in Laweyan subdistric, Surakarta. In order to make a difference for SDN Tugu in Laweyan, this Elementary school was named SDN Tugu Jebres.

##### 2. The location of SDN Tugu Jebres No. 120

SDN Tugu Jebres is located in Kentingan Kulon RT 01/XI Jebres subdistrict, Surakarta or at Halilintar street no.3 Jebres, Surakarta. It is located in the similar location in SDN Tegal Kuniran.

Kentingan is an area that is near ISI (Institut Seni Indonesia) and Sebelas Maret University. Therefore there are many houses used for boarding houses around SDN Tugu Jebres. The location makes the Elementary school students have social contacts with the university students. The contacts some time give bad effect for the students.

SDN Tugu Jebres is located by the main street from Sragen and Karanganyar. That is why people from sragen, Karanganyar and surroundings send their children to the SDN TuguJebres, in order to continue their school at junior high school in Surakarta. They usually move their children to SDN Tugu Jebres when they are in the fourth, fifth, or six grade. Therefore, the students of SDN Tugu Jebres are also from outside city.



## CHAPTER IV

### Conclusion and Suggestion

#### A. Conclusion

From the analysis in the previous chapter, the writer concludes some important points of teaching English vocabulary in the 4<sup>th</sup> grade students. There are:

1. The difficulties faced by writer in teaching vocabulary
  - The first problem is the students difficulties in memorizing the new vocabularies given by the writer
  - The second problem is the students difficulties in pronouncing the words
  - The third problem is they are not paying attention to the teacher.
  - The last problem is the motivation of the students in learning English
2. The advantages of doing outdoor activity

Based on difficulties that were faced by the writer. The writer try to solve this problem with different way, that is do in outdoor activity. It could not do in every meeting, because we had limited times.

The advantages from this activity made refresh their mind, because they felt get bored with class situation. And this outdoor activity made them easy to remember what they are learning. Because of they saw the real object directly. Also it made them more active in learning and teaching process. Then pay attention to the teacher. The last are this way made them are more interest with English, it was become their motivation.

## **B. Suggestion**

Based on the result of this final project, the writer suggests followings:

1. To the English teacher in SDN Tugu Jebres Surakarta

The teacher in SDN Tugu Jebres should make the various ways and interesting method to teach English to the students. It is needed to make the students interested in learning English. Besides, the teacher should also add the time in teaching English for 4<sup>th</sup> grade students, but it is better if from 1<sup>st</sup> grade until 6<sup>th</sup> grade, for example holding in the afternoon class or add English lesson activity on Sunday, as far as do not bother their holiday time. It is important to improve the students' competence in learning English

2. To the English Diploma Program

It is important for the program to have relation with other institution in order to help the students do the job training. The program especially for the lectures should prepare all the things needed by the students during their job training since the theoretical is far different from fact on the field.

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