CHAPTER I

INTRODUCTION

A. Background

In this globalization era everything grows and develops rapidly. This modern world determines the people, including Indonesian people to be smart, innovative and attractive. In this case, the role of education is very important, because it becomes a media in creating a good quality of human being. Therefore, the education in Indonesia should be updated so that the aim of education in Indonesia can be realized. One of the efforts to improve the quality of education in Indonesia is by giving English lesson in every school. This makes sense because the use of English is widespread and the ability of using English is very important in this era.

In fact, teaching English for the students in Elementary school in Indonesia is not easy, because English is still assessed as the second language and most of Indonesian people is not accustomed to use English in their daily life. Nevertheless, it is found that it will be easier to teaching English to children because the children are always curious in their daily life and their brain are still growing so they can catch something new material given to them easily. And through this inevitable reason, some elementary schools in Indonesia, including Surakarta, in this case SDN 01 Cangakan Karanganyar starting give English

lesson to their students although it is still categorized as an extra curricular lesson. The students often experienced problem in learning English and only a few of them were able to understand the meaning of the materials given. A teacher has important role to improve student's ability.

The writer finds that teaching English to children is very challenging and it needs certain techniques English to children so that they always enjoy learning English. Therefore, the writer raises the topic about the English teaching vocabulary in SDN 01 Cangakan Karanganyar. Based on the description above, the writer described his experience in a report entitled "TEACHING ENGLISH VOCABULARY TO THE FOURTH GRADE STUDENTS OF SDN 01 CANGAKAN KARAGANYAR"

B. Objectives

1. To describe the English teaching method at SDN 01 Cangakan Karanganyar
2. To describe the English teaching vocabulary using picture in SDN 01 Cangakan Karanganyar

C. Benefits

1. To SDN
   - To give contributions to the teachers at SDN 01 Cangakan Karanganyar as a reference in teaching English vocabulary.
2. To the Reader

▪ This report will give an input and new information for the reader who needs additional information about teaching vocabulary to the fourth grade students, since this report explains the use of picture to teach English vocabulary to the elementary students. The reader who are interested in English teaching and learning can use this report as one of their reference to developed their teaching activities and help them make assignments related to teaching activities

CHAPTER II

LITERATURE REVIEW

A. Teaching

Teaching is part of teaching – learning activity to help student understand about the subject they are learning. According to Cambridge International Dictionary of English, "teaching is to give someone knowledge or to instruct or train some one."(Mills, 1995: 1494). AS Hornby, also states "teaching mean as the work of a teacher."(Hornby, 1995: 1225).

Meanwhile Douglas Brown argues that "teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand." (Brown, 1994: 7)

Thus, teaching can be defined as an activity held by someone, usually done by teacher, to give knowledge or instruct someone else in order to make the

students understand about the subject they learn. There are some issues that should be pointed out by the teacher to be a good teacher:

1. A teacher should make his/her lesson interesting.

2. A teacher must love his/her job.

3. A teacher should have his/her own personality.

4. A teacher should have lots of knowledge.

5. A good teacher is entertainer in positive sense, not in a negative sense. (Harmer, 1998: 1-2)

The students' motivation is   4   important in teaching and learning activity. If they do not have any motivation, they also do not want to study something that is still so strange to their life, like English.

English teacher has to become a good teacher for students in order to make them interested in learning English, that it becomes easier if the teacher wants to present vocabulary to the students

Armstrong said that there are five strengths of collaborative teaching approaches to pedagogy:

1. Teaching permits team members to take advantage of individual teacher strengths in planning for instruction and in working with learners.

2. Teaching spurs creativity because teachers know they must teach for their colleagues as well as their learners.

3. Teaching facilitates individualized instruction because it is possible to provide learning environments involving close personal contact between teacher and learner.

4. Teaching provides for better sequencing and pacing increments of instruction because perceptions an individual teacher must be verified by at least one other team member.

5. Teaching builds program continuity over time. Teaching programs abide. Specific teachers within a team do not.

There have been numerous studies carried out to evaluate the effectiveness of collaborative teaching, and the results can make interesting reading. In primary or elementary classroom, reading and language skills were significantly enhanced by teaching in four out of six instances. Ten studies reported no significant differences. In secondary classroom, five studies reported no significant differences for collaborative approach. There are no reported instances of single-teacher instruction resulting in significantly better test scores. In general, then, the studies favor collaborative classrooms, although, like most empirical research, the implications are not particularly clear-cut, and some of the outcomes are open to question. Most of the studies are small-scale and conducted over a limited period of time. In addition, the criterion measure is generally success on standardized achievement measure. Not all teachers would agree that such scores should be the only or even the most important measure of educational success.

The most important implication of the research is that for collaborative teaching to be effective, teachers need appropriate training and support. It is insufficient simply to throw teachers together without giving them opportunities for developing the skills they need for success. They also need adequate time to plan their programs as well as opportunities to review their teaching. There is sufficient evidence, both in the existing literature and in the studies in this volume to suggest that, as a pedagogical innovation, collaborative teaching can only hope to succeed if:

1. Teachers possess or are given skills appropriate to the innovation

2. Teachers are given time to implement the innovation

3. Appropriate administrative and managerial arrangements and mechanisms are developed in tandem with the pedagogical innovation.

(Armstrong 1977: 60)

B. Vocabulary

a. Notion of Vocabulary

Coady and Huckin (1975:5) state that the vocabulary is the center of language and critical of importance to typical language learner. And according to Krashen (1996:155) vocabulary is the stock of word used by person, class or profession almost every individual use several different vocabulary areas often designed as hearing, speaking, reading, and writing. Words are designed of ideas, on need facility in the use of word. Edhe(1993:27) adds states" the total numbers of words including those words and way to combine those words with other

appropriately is called vocabulary". Other expert, Hornby(1995:131) also states that vocabulary is total number of words in language. Huebener and Lado also states that vocabularies that is thought for the first level. Huberner(in Istyani 2005: 10) says that

" a selection of from 750-800 words for the first year may be grouped under some forty or fifty headings starting with the immediate situation these maybe school, the lesson language, the family, relatives, profession, description of person, description of object animals, nature, men's garment, women's garment, colors, time, month, the days, etc…"

b. Category of Vocabulary

According to Aebersold and Field (1997:5) vocabulary issues can be categorized as vocabulary before reading, vocabulary during reading and vocabulary after reading.

1. Vocabulary before Reading

Here the teacher needs to decide which vocabulary words are to be thought before students begin to read the text. In making this decision, they consider:

- What their students already know of the vocabulary in the text
- What vocabulary students need to recognize to make sense of the text
- What vocabulary they will need to know to function in the second language in the future, that is, the overall vocabulary goals of the course.

2. Vocabulary during Reading

While reading, second language students come across words that are known to them. The quantity of unknown words in a text will be very depending on how closely the language level on the text is matched to the student's level of language provenience. Sometimes, unknown words appear to be the key to the general idea nouns and verb are usually important enough to the basic meaning this readers can not get a general idea without knowing way they mean. Three vocabulary strategies:

- Using the context surrounding the word to guess its general meaning

- Analyzing the parts of the words to guess its probable meaning.

- Using a dictionary to look up its exact meaning

- Using the context surrounding the word to guess its general meaning

- Analyzing the parts of the words to guess its probable meaning

- Using a dictionary after Reading

3. Vocabulary after Reading

The students are ready to have a look at vocabulary after they have read and discussed the text. There are some purposes for revisiting certain words from the text such as: to increase a comprehension of the text, to promote the vocabulary development, or to test knowledge of various words, or vocabulary skill. The main purposes for post reading vocabulary work is to promote

vocabulary development both teacher and students should focus o their reinforcing vocabulary skills or highlighting individual vocabulary words to be learnt

c. Factors Influencing Vocabulary

Vocabulary development is definitely related to the motivation of the child, but also depends upon his environment and richness or word which they have provided. The following are factors increasing vocabulary mastery stated by Petty and Jensen (1980:285)

- Manipulative activities that involves handling various materials, tools, and equipment learning, new names and understanding direction, discussing plan and results.

- Social experience within the classroom such as show and tell calls for planning and discussion free conversation periods and general class discussion.

- Development of children's social responsibility for receiving and greeting guests, extending curtsies and helping one another

- Development of children interest in the natural environment and in community activities by means of field trips that entail preliminary discussion plans, training in observation and eventual discussion of the total experience

- Observation and handling of specimens and article brought into classroom in connection with science and social studies.

C. Young Learner

Young learners are very interested in new things they have never known before. They have a sense of curiosity, as stated by Harmer" More than anything else, children are curious and sometimes their span of attention or concentration is less than of that of adults (Harmer, 1991: 77). The term 'young learners' refers to children aged from seven to twelve. Similarly,

Furthermore, the parents should give as much background knowledge as possible to their children in the early childhood, as known by golden age (from the first year to five years old). In this age, if the parents success in teaching their children, it will give a good result in the next stage of children's growth.

John Mill has divided the children into two main groups throughout the book – the five to seven year olds and the eight to ten years olds, and assuming that the five and to seven years olds are all at level one, the beginner stage. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age group

D. Teaching English to Young Children

Neville Grant said that "Teaching English to young children has become especially important in recent years. One reason for this has been the introduction of primary EFL teaching in a number of European countries but it also a world

wide phenomenon. There are a lot of very good teaching in primary EFL classroom. However, it is a fact that many teachers now find themselves teaching in primary school even though they have not been trained for this level. And even for teacher who has been trained. There is a lack of good books concerning this important area of teaching".

E. General Concept of Teaching Children

1. The notion of Teaching Children

The Decree of the Ministry of Education and Culture of Republic of Indonesia No. 060/V/1993 states that English may be given to elementary school student students as a local content.

According to Fauziati (2002:169) the prominent learning principles worth discussing in relationship to teaching children are:

a. Cognitive Interaction

Jean Piaget (1995), children in primary or elementary school are usually in concrete operational stage of cognitive development. It means that children learn through hands and experience and through manipulation of object in the environment.

b. Cognitive Principles

Language acquisition involves the cognitive work of creative construction of the rules of the language the implication is that the learners need opportunities to use and to experiment with the new language.

c. Social Integrationist Principles

Language is needed to interact with other people. Constructed critical is jointly as interlocutors work together both to be understood and to understand each other. Putting this principle into practice would mean that learners need to have language input from.

2. The Characteristic of Young Children

Fauziati (2002, 171) also says in that there are some characteristics of young learners, they are:

a. Children Like Playing

The implication to language teaching is that games are effective ways for teaching language. The emphasis in the use of games for language learning is on successful communication rather than on correctness on language (Hafield,1985:4)

b. The Children Talk about "Here and Now"

The phenomena imply that the children's world involves around the here and now. Therefore they should not be asked to discuss abstract things or life and situation in the past or in the future. Children learn by doing; they learn language by using it, listening to it, speaking it, and writing it (Palim & Power, 1990:8)

c. Association and Memory

The teacher should expose the students to real life situation, when this is not impossible, the visual and conserve as a useful substitute as picture and their images are more vivid than word

CHAPTER III

DISCUSSION

A.General Description of SDN 01 Cangakan

SDN 01 Cangakan is located in Karanganyar Sub-district. This school was built in 1950. This school has rebuilt in 2001 by local government. There are thirteen rooms which can be divided into six classroom, Headmaster office, teacher office, library, health room, ware house and parking area.

SDN 01 Cangakan is led by a Headmaster who handles all school activities. This school has eleven teachers consisting of six class teachers, two Religion teachers, Art teacher, Sport teacher and English teacher. All of them are responsible for the teaching and learning process. There is also a school guard who has duty to take care of the school building and environment.

There are six classrooms for the first to the sixth grade students in this school. Each clas is handled by a class teacher. In this school, English lesson is given from class 1- 6 by English teacher.

The activities in this school start at 07.00 am to 10.45 for class 1 and 2, except on Friday and Saturday. The activities of class 3 start at 07.00 am to 11.35 am. Meanwhile the activities of class 4- 6 start from 07.00 am to 12.45 am.

B. Job Training Activities

14

1. Class Observation

The writer did the observation for a week before holding the job training at SDN 01 Cangakan. The purpose is to have an adaptation with the school environment especially the class and the teaching learning activity. Besides, the writer also read the syllabus used to teach English at SDN 01 Cangakan to know the material on the semester.

In SDN 01 Cangakan there are 10 male and 15 female students. English lesson is given to the 4th graders, it is given every Wednesday for 90 minutes per meeting. During the job training, the writer got the opportunity to teach the 4th class. The writer found that the condition of 4th class was comfortable enough. All of the facilities needed in the teaching learning activities were available. For example: tables, chair, blackboard, lamp, some picture, etc. By the availability of the facilities, it would support the activity of teaching and learning.

Furthermore, the writer also observed the teaching learning activity done by the English teacher. The class was started by having pray. After that the

teacher explained the material for about 40 minutes. While the teacher was explaining the material, some students were talking each other and did not pay attention to their teacher. As a result, they found difficulties when they were asked to read some vocabularies on the blackboard.

To handle those problems, the teacher explained the material many times so that all of the students would understand the explanation clearly. Before the teacher closed the meeting, usually he gave homework to the students. Finally, the teacher closed the meeting when time was up.

2. Making Lesson Plan

Before conducting the teaching learning activity, it is important for the teacher to have a preparation including the lesson plan, the aids used, and learning activity. It consists all of the classroom management, the material that will be present, the exercises and the time organization. That is why a good teacher must have a lesson plan for every meeting to be able to teach smoothly.

Lesson plans consist of four steps. There are Motivating Strategies, Presentation Strategies, Skill Practice and Assessment. Each step should be well – arranged to make the delivery process of the material accepted by the students easily.

As the basic reference, SDN 01Cangakan used the curriculum of education unit level 2007. Meanwhile the English teacher also used exercises book which is "Grow with English" as the source of material. This book is suitable with the curriculum used and purposed to help the students develop the four language skills, Listening, Speaking, Reading, and Writing.

3. The Teaching and Learning Process at SDN 01 Cangakan

In SDN 01 Cangakan the process of teaching and learning English is held every Wednesday started at 11 am until 12.30 pm. The teaching and process that the writer had done can be explained below:

The writer started the meeting by greeting the students. The activity is done routinely / regularly before the teacher explaining the lesson. Besides, it would make the students apply their English in their daily life. After that he checked the student's homework. Sometimes he asked some student to write the answer in the blackboard and discussed it together. This activity would make the student s become active and brave to share their answer.

The second step is Motivating Strategies. In this step the writer used the time for warming up. The writer gave a song and some question related to the topic. Usually, the question is about the general description of the topic that would be given.

The next step is Presentation Strategies. It is the step where the writer explained the lesson to the student. Considering the student's ability still low, the writer uses Indonesian more than English in explaining the lesson. The writer only uses English in the form of greeting.

The writer continued their lesson with Skill Practice by giving the students exercise to apply what have been explained by the writer previously. In giving exercises, the writer always gave the example as the guidance for the students. The exercise was divided into 2 stages. The first exercise was done in pairs or group and the second was done in individually.

The last thing done by the writer before he closed the meeting is Assessment, first this activity was done in the class and the writer gives the students homework. This activity was aimed to make the students more understand the lesson that have been explained in class.

C. Discussion

1. The Process of Teaching English Vocabulary at SDN 01 Cangakan.

The process of teaching vocabulary to The 4th grade students at SDN 01 Cangakan consists of some activities. They are greeting, warming up, presentation strategies, skill practice, and assessment and ending the lesson. The activities can be describing follow:

1. Greeting

Before starting the lesson, the teacher greeted the students. This activity was done to make student apply their English and they can practice it outside the class.

The greeting usually done between the teacher and the students was as follow:

Teacher   : Assalamualiakum wr wb

Students   : Wassalamualaikum wr wb

Teacher   : Good Morning Students?

Students   : Good Morning Sir.

Teacher   : How are you today?

Students   : I'm fine, Thank you, and you?

Teacher   : I'm fine too.

After the greeting, the teacher checked their presence first. The teacher called the name of the students one by one based on the list. It was useful to know the condition of the class.

2. Warming Up

In the warming up activities, the teacher asks the student to sing a song about things in the classroom. The teachers write the text of the song in the blackboard first. The teacher sings a song first and students repeat. Here are the songs:

In the classroom

Pencil blackboard table and the book

Ruler ballpoint eraser

A chair a door a bag and a clock

They are the things in the classroom

3. Presentation Strategies

After warming up, the teacher explained the material. In this part the teacher gave a clear explanation about the topic. The teacher gave both written an

oral explanation. In gave explanation the teacher use picture of the topic. In this lesson, the teacher explains about thing in the class, so the teacher use pictures of thing in the class.

For example:

Picture of book   Picture of bag

Picture of table   Picture of chair and ect.

Teacher shows one (picture of book) of pictures about things in the class. For example picture of chair, and than asked to once of the student to answer it. This activity was continuing until the last picture. Some times one (Andi) of students makes a noise or talk to their friends and he doesn't focus in this lesson. Teacher asked the students to sing a song together, this activity is to control the

situation. After this, teacher continued his explanation about thing in the class. Teacher asked some students to mention two things in this class, and write them on the black board.

Teacher   : Andi, can you mention two things in this class?

Student   : Yes, Sir

Teacher   : What are they?

Student   : Book and table, Sir

Teacher   : Oh, great. Now you can write them on the black board.

Student   : Ok, Sir

By asking students to mention and write vocabulary on the blackboard, it is hoped that students can get the explanation and memorized the vocabulary easily. While the one of students writes on the blackboard, teacher walks around the class. Teacher checks the student and make sure they can understand about the explanation.

4. Skill Practice

In skill practice, teacher still uses some pictures about things in the class. Teacher asked the student to make a group of two and prepare one of paper. The Teacher stands up in front of the class and shows one of pictures, he counts in three second, one, two, and three. The students have to write the answer in their paper. After the last picture, the students give the paper to their friends and it happens contrary. Teacher discusses it together with the student.

5. Assessments

In assessments teacher give some questions printed in a paper and spread them to the students. Teacher divided these assessments into two tasks.

a. The first task is puzzle

In this task teacher asked the students to mention each picture and fill to the box puzzle

For example:

1.

2.
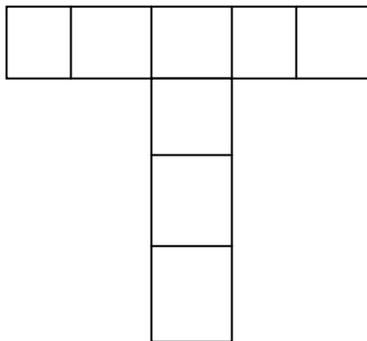
b. The second task is match, arrange, and fill the blanks

The student should match, arrange the picture and than in fill the blank

For example:

1.

2.

pbaocdur   = **.......**

eolb**g**   = **......**
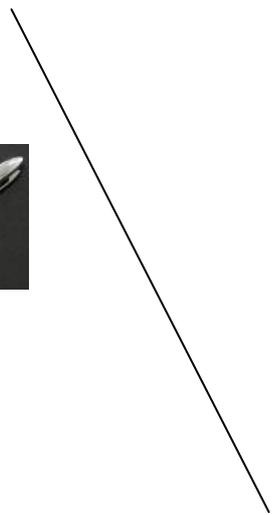
3.   koo**b**   = book

D. The difficulties of English Teaching Vocabulary in SDN 01 Cangakan,

During the job training activity in SDN 01 Cangakan, the writer found some difficulties faced by the students in learning English vocabulary. Beside that the teacher also found some difficulties in teaching English Vocabulary. The writer describes the difficulties based on the interview with the English teacher and the students and also experience during the job training as English teacher at SDN 01 Cangakan.

1. The Student's Problem and the Solution

    a. The Classroom Condition

When the writer gives the material and explanation, the writer found some difficulties. There are some students talking each other and they did not pay attention to the writer as a teacher English. Sometimes one of the students likes to move to the other desk, it makes the condition of class noisy

This condition makes the student not understand in receiving the explanation from the writer so the teaching learning process is not run well.

To solve this problem, the writer asks the students to be quiet and ask the students to sing a song together. The writer also gives the explanation with louder vice and repeats the explanation in order the students more understand with the lesson. And for the student who makes some troubles in the class have punishment to write down some vocabularies with the meaning on the blackboard.

b. The Students Motivation

Some of the students are not interested to the English lesson because they think that English is very difficult subject. This is affects the student's willingness to study

To solve this problem, the writer has some strategies to make the students interest with English lesson. Such as giving picture when explained, giving game, and invite the students to song a sing. The writer also gives praise to the students who can answer the question from the writer like" great/good" in order to make the student get the motivation in studying English lesson

c. The Ability of the Students

There are some students that have low ability in learning English vocabulary, they have different ability. The students also have difficulties related with the ability: the first is memorizing the English word. The students find it difficult to remember new vocabulary.

To solve this problem the writer makes the student more understand the meaning and the word. The writer repeats the explanation until the students understand and the writer gives some questions to the students and one of the students answer the question by writing it on the blackboard

Beside memorizing problem the students also have problem in pronouncing, the students still make a mistake when they pronounce the word.

To solve this problem the writer writes down the word on the blackboard and wrote the pronunciation. The writer read the word and the students repeat the word correctly.

2. The Teacher Problem and the Solution

   a. The facilities used in teaching learning process is limited

The facilities provided in the fourth class ARE not good enough, such as the source book used to teach English is not complete. The teachers just have a few hands out book. There are no additional sources to the teacher and the students in order to increase ability in English lesson. The writer found that the material provided is too short and not various.

Beside that there are no equipment to support the process of teaching and learning such as equipment for listening subject.

To solve this problem, the writer has to be creative in developing the material. The writer gives the student several exercises in order the student not get bored in learning English.

   b. Handling the students

The fourth class consists of 25 students. They have different characteristic and commonly they are like playing. They like to play with their friends rather than studying, some students are not serious when the writer explains the material. Sometimes the class is very noisy. It makes the process teaching learning activity uncomfortable

To solve this problem, the writer always moves around the class to check one by one in order they pay attention to the writer. The writer also gives more task and they have to do it with their partner so they can concentrate on the lesson given by the writer.

CHAPTER IV

CONCLUSION AND SUGGESTION

A.Conclusion

Based on the discussion, the writer can draw some conclusions from this final project report. The conclusions are follows:

1. The writer conducts a research teaching vocabulary to the 4th grade at SDN 01 Cangakan, Karanganyar.

2. The activities in teaching English vocabulary to the 4th grade:

    a. Greeting

    b. Warming up

    c. Presentation strategies

d. Skill practice

e. Assessments

3. The method in teaching English Vocabulary to the 4th grade students are as follows:

a. In teaching English vocabulary the teacher used a song as a warming up to make the students reach their motivation.

b. In teaching vocabulary, the teacher used the picture to make the students learning easily.

c. To check pronunciation the teacher explains the picture and asks the students to repeat the word.

4. The difficulties of English teac 27 ocabulary at SDN 01 Cangakan, karanganyar.

1) The students problems

   a. The classroom condition

   b. The students motivation

   c. The ability of the students

2) The writer problems

   a. The facilities used in teaching learning process is limited

   b. Handling the students

    - The solutions of the problem are:

1. The student problem

   a. The writer ask the students to sing a song in order the students can be focused to the lesson

b. The writer has some strategies to make the students interested with English lesson like giving pictures, games, and inviting the students to sing a song

c. The writer repeats the explanation until the students understand

2. The writer problem

a. The writer should be creative in providing some facilities such as books, pictures, and some exercises

b. The writer always moves around the class to check one by one in order the students pay attention to the writer

B. Suggestion

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

1. To SDN 01 Cangakan, Karanganyar

SDN 01 Cangakan should complete the facilities. The facilities like books, hand outs, exercises book, English pictures, vocabulary dictionaries. These facilities can be increasing the student's motivation in learning English vocabulary.

2. To The English Teacher

The teacher should give more attention to the students, and make sure that the students understand the English lesson well.