

CHAPTER I

INTRODUCTION

A. Background

In this modern era, English becomes important as International language. There are many languages in the world. English as International language is to communicate between two or more peoples from different countries, different cultures, different habits and different languages. According to **Michael Lewis and Jimmie Hill**, *“language is system and each word has its meaning defined in relation to other words.”* (Lewis, 1997:100) English is needed to communicate from different language so that misunderstanding will not happen among them. Due to the importance of English, it is needed to learn English well. Many people compete to master English well, both oral and written language.

In Indonesia, English is taught not only to adult but also children. Indonesian National Education Department decides English as one of the lessons at Elementary School up to Senior High School. Nowadays, people realized that children must learn English well. As we know that the linguistic period or early age is development phase so that children feel easier to receive language acquisition in this phase. Memorizing still functions well and physics is still growing so that it is easier for learning process.

Mastering English is not easy. It needs a process. They are teaching and learning processes. These processes will be successful if the learner and the teacher cooperate for the purpose. The learner should have motivation and

attention to the lesson. Besides, the teacher should be able to make the learner understand about the lesson. The teacher has to make lesson plan before teaching in order that the learning and the teaching process can be done well.

In fact, giving English lesson in Elementary school is not easy. Handling the students and accepting the material becomes the problem. It becomes a great challenge to the teacher to solve the problem. The teacher should have creativity to make the process of learning and teaching English interesting. The teacher has to make exercise related to the materials, even though, there still have problems faced by both the teacher and the learner. To make it easily learned, in the process of teaching and learning, the materials must be organized from the easier one to the more difficult one. Vocabulary and grammar is Basic English for Young learners. Learning vocabulary at the beginning level will be easier to learn foreign language. By teaching vocabulary, the students will know the meaning of each word from one sentence or more. Therefore they will not be difficult to understand new language. Moreover, learning vocabulary at lower class can prepare them to continue to the higher level.

Based on explanation above, the writer was interested to take the job training in the Elementary School, especially in SDN Ngoresan Surakarta. The writer taught students of year 1 up to year 6, focusing in year 1. Based on job training experience, during 100 hours, the writer presents a discussion and report entitled **“The Process of Teaching and Learning Vocabulary to the First Grade of SDN Ngoresan Surakarta.”**

B. Objectives

The objectives of this final project are:

1. to describe the process of teaching and learning vocabulary to the first grade students of SDN Ngoresan Surakarta.
2. to find out the problems in the process of teaching and learning vocabulary to first grade students of SDN Ngoresan Surakarta.
3. to give solution to the problems in process of teaching and learning vocabulary to the first grade students of SDN Ngoresan Surakarta.

C Benefits

This final project is expected that it will give advantages to:

1. Students of SDN Ngoresan Surakarta

This final project is expected to be able to increase the quality and capability of the students in SDN Ngoresan.

2. English teacher of elementary school

This final project is hoped that it can be an additional reference in teaching vocabulary and useful for the English teacher of SDN Ngoresan.

3. Student of English Diploma Program majoring in Teaching

Hopefully, this final project report will be useful for the students of English Diploma Program to improve their knowledge about the process of teaching and learning vocabulary to the first grade students in Elementary School.

CHAPTER II

LITERATURE REVIEW

A. Teaching And Learning

Teaching and learning can not be separated from learning process. Teaching and learning is important part in learning process. According to the book *Principle of Language Learning and Teaching* written by Douglas Brown “Teaching is 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, 2000:7) In other words teaching is a part of teaching and learning activity to help students understand the subject they are learning. Teaching can be described as an activity carried out by teachers toward his pupils. Jean Brewster and friends state that “The teacher plays a role in helping children learn how to learn”. (Brewster, 1991:102) In teaching, teachers play the main role, because teachers are actively giving material of lessons, and students are passively receiving the materials.

Teaching is directed by teacher. In this case, teacher should become a guide for the learners because the learner usually is passive students. Jean Brewster also states that “a further important role for the teacher is to share with her learners, in a way which is accessible to them, information about language and language learning”. (Brewster, 1991: 103) In other words teacher is a provider who gives information to the students. Teachers have to share about their knowledge and their experience to motivate their students. He also states that “a teacher creates a learning environment where pupils feel secure so they can experiment with the new language and build up the necessary self-confidence in order to take risks”.

(Brewster, 1991: 103) Here, teacher should give interesting study so that the learner will be enthusiastic to join the teaching and learning process. To create the learners confidences, teacher can point someone to answer. Interesting study can motivate the learner to study more. From the description above, the writer concludes that a teacher can be a facilitator, motivator, provider, and guide for the learner by sharing their experience.

Learning is one of the key activities in teaching and learning. The learner should be learning more to get something successfully in learning. As Stephen B.Klein said “Learning can be defined as an experiential process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation or innate response tendencies”. (Klein, 1996: 2) Learning is a process from unknown to known or from ‘can not be able to’ to ‘be able to’ do something. This process needs consistency in changing behavior in learning to get success in learning. Learning process is sometimes up and sometimes down. It depends on motivation of the learner. It is called relatively permanent changing in behavior. Learning is the process that occurs incessantly.

According to Douglas Brown “Learning is acquisition or ‘getting’ ; retention of information or skill; retention implies storage systems, memory, cognitive organization; learning involves active, conscious focus on and acting upon events outside or inside the organism; learning is relatively permanent but subject to forgetting; learning involves some from of practice, perhaps reinforced practice; learning is a change in behavior”. (Brown, 2000:7) Acquisition in learning process

is the result of doing learning. Therefore skill can be gotten from learning. Then practicing their skill will improve what the learners learn.

In the teaching and learning process there are Internal and External factors that influence teaching and learning process. They are:

Factors that appear from the learners or internal factors:

a. Age

Learning language will be better if it begins in early age because young learners are enthusiastic and positive about learning. Children are better at language acquisition than adult

b. Motivation

The learning process will be successful if the learners have a strong motivation to learn

c. Personality

Some learners acquire a second language better or faster than others. It depends on their personality. A self-confident learner will be better in learning new language

d. Previous Knowledge

The learner's previous knowledge is necessary in the process of learning new language.

Ausubel said that "the most important single factor influencing is what the learner already knows. Ascertain this and teach him accordingly". (Ausubel, in Ratna 1989: 117) When the learner did not want to know and already know yet,

they will avoid every information when they are learning. Here, the interest of the learner is influential in teaching and learning process.

Factors that come from outside the learners or external factors

a. Environment

Environment is important in the process of learning language because environment gives exposure for the learners. In the daily activities, students learn a lot from their environment

b. Facilities

The complete facilities help students in learning process. Such as library, language laboratory, cassettes, tape recorder etc. They provide the learning opportunities to help the learners learn language. To fulfill the students' needs, teachers should provide those facilities

c. Teacher

Teachers support the learners in teaching and learning process. Teacher must control the class and pay attention to all students in the class.

(Samiati, Handout Psychology of the Learner, 2006)

As explained above, the writer concludes that learning is consistent behavior of the learner to get new knowledge. Moreover the learner needs more practice to conduct their knowledge.

B. Young Learner

Teaching young learner is not an easy job. It needs more efforts to guide them. Some of characters of learner, as stated by Wendy A.Scott and Lisbeth H, are the following:

1. they understand situations more quickly than they understand the language used.
2. their own understanding comes through hands, eyes and ears.
3. they are very logical – what you say first happened first.
4. they have a very short attention and concentration span.
5. young children sometimes have difficulty in knowing what fact is and what fiction is.
6. young children are often happy playing and working alone, but in the company of others.
7. young children cannot decide for themselves what to learn.
8. young children love to play, and learn best when they are enjoying themselves.
9. young children are enthusiastic about learning.

(Scott and Lisbeth H, 1990:2-3)

The children are learning in the elementary school. Sarah Philips states that “ young learner is children from the first year of formal schooling (five or six years old) to eleven or twelve years of age”. (Philips, 1993:5) Teaching in the elementary school for young learner is the best time to give something about English, and the young learner will be able to understand and practice English easily in elementary school. Chistoper Brumfit states that “children do perhaps

learn accent better than adults”. (Brumfit, 1997: vii) He also explains that young learners are learning all the time without having worries and responsibilities like adults; their parents, friends and teachers all help them in learning”. (Brumfit, 1997: vi) It is consistent with their characteristic that they are enthusiastic learners about learning. Young learners perhaps never have problem. This causes that they learn well in their school without worries about their problems. The learner also can prepare their knowledge that they get from elementary school for advanced courses in the secondary school.

In introducing English to young learner, a teacher needs to be creative. The teacher must be able to use the available objects to support his/her explanation, so the learner will not get bored with joining the class as Chistoper Brumfit said “the teachers have to recognize that language teaching innovation at this level emerged more from practitioners than from theorists”. (Brumfit, 1997: iv) Teaching also helps the children to create some experiences. The practices continually will make the learners get some experiences. To make teaching and learning process interesting the teacher can use some techniques such as games, song, picture etc.

C. Techniques of Teaching Vocabulary

Teaching vocabulary is the basic learning. Vocabulary is very important to be learned if we want to learn a foreign language. Learning vocabulary is necessary in every stage of language teaching and learning, moreover in early stages. By learning vocabulary, the learners can show the improvement of their new language clearly. Michael McCarthy states that “No matter how well the

students learn grammar, no matter how successfully the sound in L2 (second language) are mastered, without word to express a wider range of meaning, communication in L2 (second language) cannot just happen in any meaningful way". (McCharty 1990: viii) without words we do not understand the meaning. Understanding the meaning will make conversation successful. To young learner, mastering vocabulary make them easy to learn in the next step.

Techniques are very important to teachers in the process of teaching and learning. Teaching vocabulary is clearly more than just presenting new words. It needs an appropriate technique of presentation to bring new words into classroom. However, the roles of the learners are also important. Michael McCarthy says "we concentrated on vocabulary presentation in the classroom very much from the teacher's point of view, but success in vocabulary lesson crucially depends on the interaction between teacher and learners, and on the work the learner themselves put into the assimilation and practicing of new words". (McCarthy 1990: 121) It can be concluded that the technique used by a teacher is very important, but the learners also have responsibility to make the teaching and learning process successful. They should be active to support the lesson. Successful in learning vocabulary depends on improvisation of the teacher and learner. It depends on how they use new word in several times.

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

a. Realia

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

b. Picture

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

c. Mime, action, and gestures

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

d. Contrast

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

e. Enumeration

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

f. Explanation

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

g. Translation

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

(Harmer 1991: 161-162)

All of these presentation techniques either in combination or not are useful ways of introducing new words.

CHAPTER III

DISCUSSION

A. Description of SDN Ngoresan Jebres Surakarta

1. Description and Brief History of SDN Ngoresan Jebres Surakarta

SDN Ngoresan is one of Public elementary schools in Surakarta. It is located at Jalan Kartika 36 Ngoresan, Surakarta. SDN Ngoresan was established on August 1th 1954. Since it was established, the headmaster has been replaced

many times. Nowadays the headmaster of SDN Ngoresan is Eni Jatmikaningtyastuti, S.Pd. She is the eleventh headmaster of SDN Ngoresan.

SDN Ngoresan is located on the sub district line. They study in the morning in their own building. The school building consists of the headmaster's rooms, teachers' rooms and seven classrooms. There are also other rooms such as: library, school health unit room, bathrooms.

SDN Ngoresan has eleven teachers, one headmaster, and one security guard. Six teachers are classroom teachers, each of them has a class to handle and they teach most of subjects in their classes. Two teachers are responsible for teaching Islam and Christianity, one teacher is responsible for teaching drawing, and one teacher is responsible for teaching art of dance.

The total number of students in SDN Ngoresan is 286 students. 144 students are boys and 142 students are girls. Most of them are native villagers. The teaching and learning process in SDN Ngoresan take six days a week. From Mondays to Saturdays, school begins at 07.00 to 10.00 for first and second grades and 07.00 to 13.00 for third to sixth grade students.

2. Vision and Missions

a. Vision

Menyelenggarakan pendidikan dan pengajaran dengan dasar imtaq dan iptek untuk menghasilkan lulusan yang cerdas, terampil, bertanggung jawab, dan berbudi pekerti yang luhur.

Conducting the educating and teaching based on spiritual and science in order to get smart competent graduates, responsible and graduates of good character.

b. Missions

1. *Mengembangkan potensi, bakat, dan minat yang dimiliki peserta didik agar memiliki tanggung jawab terhadap Tuhan Yang Maha Esa, lingkungan, bangsa dan negara.*

Developing potential, talent and interest possessed by the learners so that they become citizens responsible to God, society, nation and country

2. *Membekali pengetahuan dan keterampilan dasar agar menjadi warga negara yang memiliki wawasan yang luas, kecakapan, keterampilan, dan sehat jasmani dan rohani.*

Providing them with sufficient knowledge and basic competence in order that they become citizens who have wide knowledge, capability, competence, and also psychical and spiritual health

3. *Menghantarkan peserta didik unggul akademik dan non akademik yang dapat digunakan untuk melanjutkan ke sekolah yang lebih tinggi serta bekal hidup bermasyarakat.*

Accompanying students towards excellence in academic as well as non academic fields so as to make them ready for higher level of study and well prepared for social life.

4. *Memberi kesempatan kesemua pihak untuk bertanggung jawab dan berpartisipasi agar terwujudnya lulusan yang bermutu, terampil, dan berkepribadian.*

Involving all people - meaning the education with responsibility and participation so that it produces smart graduates, skillfull and strong in personality.

3. Extracurricular and Talented Student Club

a. Extracurricular

SDN Ngoresan is holding some extracurricular activities to increase students' potential outside the academic potential. The extracurricular are:

- Scouting
- Art of Traditional Dance
- Art of painting

b. Talented students club

SDN Ngoresan is also forming a club for students who had academic potentials. In this club, the students get additional lesson. The club is divided into some specific fields. They are:

- Poetry Olympic Club
- Indonesian Olympic Club
- Social Olympic Club
- “Semaphore” Scouting Olympic Club
- “Sandi Rumput” Scouting Olympic Club
- “Murse” Scouting Olympic Club

B. Job Training Activities

1. Class Observation

The writer did the job training from February 7th, 2009 until May 7th, 2009. During the job training, she taught English lesson to the students from the first grade up to the sixth grade. It is taught for 70 minutes once a week for every class. In this job training, the writer focused on the first year class as observation. In the first year students, English is taught on Monday from 08.10 until 08.45 and on Saturday from 07.00 until 07.35.

Generally, behaviors of students were good enough. When the teacher entered the class, they will be in line to enter the class one by one while shaking hand with the teacher one by one. In the classroom, at the first time the students always paid attention but after that they were busy with their own activity and become noisy.

Physically, the conditions of the classrooms are good enough and conducive for teaching and learning process. The class has door, some windows and air ventilation. It is also provided with lamp, map, whiteboard, markers, eraser, teacher's desk, and desks and chairs for the students. The classes are clean and with good enough light.

There are 25 student's desks with 50 chairs. Besides, there are 41 students which consist of 17 girls and 24 boys. Each desk is for two students. The students face to the south. Meanwhile the teacher's desk faces to the north. The positions of students change every week. So, the students get different desk and position; sometimes they sit in front, in the middle, and at the back. The arranging of the desks and chairs are good enough. So, the teacher can easily control the students.

Before she began the lesson, the English teacher greeted the students then asked one of them to lead for praying. In observing the way the English teacher taught English, the writes found that the English teacher uses "PAKEM LKS" as the source book that contain some exercises for the students. The teacher began the lesson by reviewing the previous lesson and correcting homework if there was. After that, the teacher gave new material to them on the whiteboard. Together with the students, she discussed and told the meaning of the word, then she asked the students to listen to the way she pronounced the words and repeat after her.

After explaining, the teacher took some exercises in "PAKEM LKS" and discussed the question with the students so, the students know the right answer. Before ending the lesson, she gave homework to the students. She ended the lesson by saying good bye.

2. Making Lesson Plan

When doing the job training in SDN Ngoresan, I had to make a lesson plan before teaching and learning process. The purpose of making lesson plan is to make me able to focus, so that it makes the students understand the material easily. Making lesson plan also helps me to divide the time of the teaching and learning process.

I arranged the lesson plan based on the material that was given by teacher in SDN Ngoresan Surakarta. The materials that I used in making lesson plan were taken from "PAKEM" LKS book. The lesson plan which I taught in the first grade class is the vocabulary which concerns about part of the body especially head.

C. Discussion

1. The process of teaching and learning vocabulary to the first year students of SDN Ngoresan

The materials taught to the first year were taken from "PAKEM LKS". In "PAKEM LKS" there are thirteen units with different themes. The first six units had been taught in semester 1 while the next, seven units, were being taught in semester 2. Each unit contains pictures, vocabularies, and exercises related to the themes. Pictures in the book are really attractive to the students to open the book longer. They also could memorize most of the vocabularies fast and know how to use the vocabularies in very simple dialogues. The exercises in the book are in the various forms. For example: matching, arranging the word, completing sentences,

etc. All numbers of exercises are completed with pictures so, the students could answer easily and did not feel bored in finishing the exercises.

In teaching English, the writer included one of reading, writing, speaking or listening skill as the skill focus. In the teaching and learning activity, the process of teaching English vocabulary consists of some steps. They are:

- a. Background Knowledge of Field
- b. Modeling
- c. Joint Construction
- d. Independent Construction
- e. Closing

a. Background Knowledge of Field

Before I began the lesson, the writer greeted the students. If the lesson was on the first session, the writer asked one of the students leading the pray before greeting them. The greeting is usually done between the writer and the students as the following:

The writer : Good morning, students.

The students : Good morning, miss.

The writer : How are you today?

The students : I am fine, thank you, and you?

The writer : I am fine too, thank you.

After greeting, the writer checked the students' attendances by calling the names of the students one by one. If there was homework, the writer discussed it with the students.

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

The examples of the questions for warming up with the topic "part of body" are as follows:

- ❖ Who has a body?
- ❖ What are the parts of the body?
- ❖ What part is usually for seeing something?
- ❖ How many eyes do you have?
- ❖ What part is usually for listening to the sound?
- ❖ How many ears do you have?

When the writer asked the students the first question, they could not answer that because they did not know the meaning. So, the writer repeated the question in Indonesian while a little bit insert some familiar English words in the question. By using the mixed language, the students could answer those questions by using the mixed language too.

b. Modeling

In this part, the writer introduced some vocabularies related to the topic. After the students know what they are going to learn, the writer shows pictures of the things in the topic or pointed real objects. While showing the pictures, or pointing to the real subject, the writer made an interaction with the students. The interaction made by the writer is as follows:

The writer : what is it? (Pointed to a chin)

Some students : dagu

Some other students : chin

The writer : good!! Now, repeat after me! It is the chin

The students : It is the chin

Then the writer spelled the word on the whiteboard

The interaction above was done for every object. When all objects had been discussed, the writer asked the students to mention the object that the writer pointed. The writer sometimes changes the question with “is it a forehead?” This activity would be done until the students memorized most of the vocabularies and pronounced them correctly.

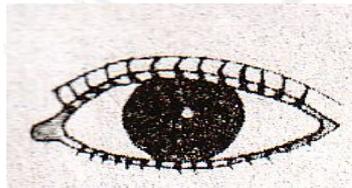
In presenting the lesson, the writer tried to encourage the students to be active. Pictures or real objects were very useful to encourage the students. If there were still inactive students, the writer would ask him/her to answer what picture or object that the writer pointed. By doing that, the passive students would be more active since he/she did not want to choose

again if he/she could not answer the question. When the students were active, they would not be bored and would understand the lesson faster.

c. Joint Construction

Having presented the lesson, the writer continued the lesson by giving exercise. The exercise of this step was usually done in groups. In other words, this part is for having fun because it is time for playing game. The member of the group was decided by writer. The form of the exercise depended on the skill focus. For example:

- ❖ Question for reading skill



It is an eye

- ❖ Question for writing skill



It is the m _ _ t h

- ❖ Exercise for speaking skill

The writer showed a picture then the group who raised their hand first, had the right to answer orally what the picture was.

- ❖ Exercise for listening skill

The writer gave a group some pictures. When the writer said; for example “it is a cheek”, every group should raise the picture of “cheek”.

To do the writing and reading skill games, the students had time limit. They got 15 seconds to answer each question. The group which got the best point got a gift. The gift was very effective to encourage the students to do better for the next meeting.

d. Independent Construction

Having a little fun, the writer gave individual exercise to the students. This exercise was to measure the students’ individual understanding about the material. The form of exercise done by the students in this part was just similar to the exercise in the practice. The exercise given was based on the material of “PAKEM LKS”. The book consists of four basic skills of English; they are reading, writing, speaking, and listening skills.

The exercise materials of “PAKEM LKS” are divided into several activities adjusted to the skill.

1. Reading

❖ Matching

In this activity, the writer asked the students to match the picture with the suitable word. For example:



1. Forehead

2. Ear

3. Mouth

4. Eye

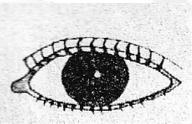
5. Nose

6. Chin

2. Writing

❖ Guessing the picture

The activity of this exercise was asking to bold some pictures then write what those pictures were.

We have  to see something. We have  to hear

something. We eat with our  and under  we

have



❖ Arrange the letters into good words

1. N - C - E - K :

2. H - N - I - C :

3. O - E - S - N :

4. E - D - H - A :

5. T - M - U - O - H :

3. Speaking

❖ Practice the dialogue

The writer asked the students to practice dialogue available in the book.

They should practice it in front of the class. For example:

Hafsa : is it a chin?

Aisyah : no, it is not.

Hafsa : What is it?

Aisyah : it is a nose.

❖ Question and answer

The writer chose the students randomly and asked him/her to answer what picture or object that the writer pointed was. For example:

- The writer : Sigit, what is it?

Sigit : it is forehead

- The writer : Lili, is it an eye?

Lili : yes it is

4. Listening

❖ Putting a tick

The activity of this exercise asked the students to listen to the writer saying than put a tick to the proper picture. For example: When the writer said “eye” the students should put a tick to the “eye” picture.

e. Closing

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

2. The problem in teaching and learning vocabulary to the first grade students of SDN Ngoresan

During the job training at SDN Ngoresan, the writer found some problems in teaching and learning process. The difficulties were not only faced by the writer but also by the students.

a. The problem of the learner

▪ Memorizing the English word

The students often felt difficult to remember the English word. It could be seen when the writer asked the students to mention the new vocabularies which they learned in the previous meeting, the students could not mention some vocabularies.

- Pronouncing the words

For the beginner, mispronouncing is a common thing, let alone, for the young learners. The students also had problem to pronounce correctly some unfamiliar English words. The students often read the English word alphabetically just same as they did in reading Indonesian word. For example; the students were wrong pronouncing the word “nose” [nowz] with [nos].

- Spelling English words

The students often made mistakes in spelling the English word. The students were difficult to remember what letters create a word so, sometimes they considered the English word were the same as the Indonesian word. The spelling was just the same as the pronunciation. For example: “he” they wrote it as “hi” or “she” they wrote it as “si”.

b. The problems of the writer

- Big class

The 1st class of SDN Ngoresan was a big class. In this class there were 41 students. This situation made the students difficult to be controlled. In presentation part, they were usually too excited to guess the picture until most of them stood up in front of the class while the students, who still sat, felt disturbed. This situation made them become so noisy.

- Handling the students

Children love playing so, sometimes they preferred playing to paying attention to the writer. They often played with their classmate or did something that did not relate to the lesson. Teaching and learning process in the late day makes the students anxious to go home. When they had done those things, it would be difficult for the writer to make them concentrate and focus on the lesson again.

3. The Solution to the Problems in Teaching and Learning Vocabulary

Dealing with the teaching and learning activities and their problems, the writer should have good strategies to handle them. To handle those problems, the writer had tried some strategies. They were:

- a. The solution to the problems of the learners
 - Memorizing the English words

The writer asked the students to say the words several times and do exercise a lot. Those activities would help the students in memorizing the vocabularies in the teaching and learning process regularly.

- Pronouncing the words

The students should practice to pronounce vocabularies given many times. It did not only help the students in memorizing but also help them in pronouncing. When the writer heard the students mispronounce the word, she corrected immediately by telling them the right pronunciation.

- Spelling English words

The writer wrote the vocabularies on the whiteboard then asked the students to write them on their own book. When the students submitted the assignment and there was a spelling mistake, even just a little mistake, just cut the point then corrected it. By doing it, the students would remember their mistake so, they would not do it again.

- b. The solution to the problems of the writer

- Big Class

Asked the students to go back to their seat then the writer moved around the class and speak loudly to make the students catch all of the materials. When the students did the exercise, the writer also had to move around the class and checked the students work.

- Handling the students

Created an interesting teaching and learning activity. Had many pictures and playing would attract the students to pay attention.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter III, some conclusions can be drawn. The conclusions are as follows:

1. The process of teaching and learning vocabulary to the first year students

The process of teaching and learning vocabulary to the first year students of SDN Ngoresan consists of:

a. Background Knowledge of Field

- Before beginning the lesson, the writer asked one of the students to lead the pray, then greeted them. After that, she checked the students' attendance and discussed homework.
- The writer began the lesson by asking some simple questions to know the students' background knowledge about the material.

b. Modeling

In introducing the vocabularies, the writer used pictures, mimes and real object and also repeated the words several times.

c. Joint Construction

The writer checked the students understanding through playing games. Games are interesting way to train the students' English. The games were done in group. The forms of the questions were adjusted to the skill focus.

d. Independent Construction

The writer checked the students' individual understanding by giving them exercise done individually. The exercise consists of specified skill.

- Reading

The students practiced reading skill by matching the picture with the proper word.

- Writing

In writing activities, the students were asked to guess the picture and arrange the letters into good word.

- Speaking

The speaking activities included practicing the dialogue and question and answer. In practicing the dialogue, the students practiced it in front of the class. While in question and answer, the writer gave question then chose the students randomly to answer her question. This is to know what they have learned.

- Listening

In listening activity, the writer said a word and the students should check the picture of the writer's word.

e. Closing

In the end of the lesson, the writer did some activities, they are:

- Reviewing all material generally
- Giving some homework
- Saying good bye.

2. The problem in teaching and learning vocabulary to the first grade of SDN Ngoresan

a. The problem of the students

- Memorizing the English words

- Pronouncing the words
 - Spelling English words
- b. The problem of the teacher
- Big class
 - Handling the students

3. The solution to the problem in teaching and learning vocabulary to the first grade year students of SDN Ngoresan

a. The solution to the problems of the students

- Memorizing the English word

Teacher asked the students to say the word for several times and do exercise a lot. If it was possible, insert the new vocabulary in the teaching and learning process regularly.

- Pronouncing the word

The writer asked the students to repeat the words for several times. When the writer heard mispronouncing, she corrected it immediately.

- Spelling English word

The writer wrote the vocabularies on the whiteboard then asked the students to write on their own book and when in their assignment there were some spelling mistakes, cut the point then corrected it.

b. The solution to the problem of the writer

- Big class

The writer moved around the class, speak loudly, and checked the students work.

- Handling the students

The writer created an interesting teaching and learning activitiy by bringing pictures and objects and also playing a game.

B. Suggestion

1. SDN Ngoresan

It will be better if SDN Ngoresan makes each class only 24 students or not more than 28 students. It will make the teacher easily control the students and created a conducive situation so, the students can learn maximally. SDN Ngoresan should also complete the English teacher with more source books, pictures or real subject to help her/him in explaining the material.

2. The English teacher of SDN Ngoresan

Teaching English to young learner is different from teaching English to adult since children differ in characteristic, learning capability, and attitudes from the adult. It requires the teacher to have teaching strategies. It is suggested that the teacher be creative and should be patient in facing the students' behaviors.

3. The students of SDN Ngoresan

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