TEACHING ENGLISH VOCABULARY TO THE 3rd GRADE STUDENTS IN SD NEGERI 02 BEJEN KARANGANYAR

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

By:
ERY MURDIYANINGSIH
C9307005

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APPROVAL OF CONSULTANT

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Final Project Report:
TEACHING ENGLISH VOCABULARY TO THE 3RD GRADE STUDENTS
IN SD N 02 BEJEN KARANGANYAR

Name : Ery Murdiyaningsih
NIM : C9307005

Supervisor:

1. Drs. Riyadi Santosa, M. Ed, Ph.D. (…………………………..)
   Supervisor NIP. 196003281986011001
APPROVAL OF BOARD EXAMINERS

Accepted and approved by the Board Examiners,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

Report title : TEACHING ENGLISH VOCABULARY TO THE 3rd GRADE STUDENTS IN SD NEGERI 02 BEJEN KARANGANYAR

Student’s Name : Ery Murdiyaningsih
NIM : C9307005
Examination date : July 8, 2010

The Board Examiners

1. Drs. Sri Marmanto, M.hum. (..........................)
   Chairperson
   NIP. 195009011986011001

2. M. Taufiq Al Makmun, S.S. (..........................)
   Secretary
   NIP. 197806272005011003

3. Drs. Rivadi Santosa, M.Ed, Ph.D. (..........................
   Main Examiner
   NIP. 196003281986011001

Faculty of Letter and Fine Arts
Sebelas maret University
Dean,
I believe that I can do the best!
DEDICATION

I would like to dedicate this final project for:

- My almighty God “Allah SWT”
- My beloved parents
- All my friends
- And everyone around me who gives their support and love
PREFACE

I would like to thank to Allah SWT who has been giving me a lot of blessing in every step of my life especially in finishing this final project entitled “Teaching English Vocabulary to the 3rd Grade Students in SD N 02 Bejen Karanganyar”.

This final project is submitted as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. This final project discusses about the method used in teaching vocabulary and the difficulties faced in teaching vocabulary. I hope this final project will give advantages and to add the information to the people who are interested in teaching English to young learners.

Finally, I realize that this final project is far from being perfect, and there are many things should be done for improving the content. Therefore, suggestion and criticism are needed as an evaluation in the future.

Karanganyar, June 2010
Ery Murdiyaningsih

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Alhamdulillahi robbil’alamin, there is no word that can be uttered after a long tiring to accomplish this report. All praise is to The Lord “ALLAH SWT” for the wonderful blessing and the miracles that I get. However, I realize that it is impossible to finish this report without the contribution from the others. Therefore, in this occasion, I would like to express my sincere gratitude to:

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- My best friends Evi, Bashir, Atik, Imah, Hartini, Nana, and Indah. Thanks for the things we have done, for the time we share together, and for the unforgettable moments. Thanks for accompanying me in sadness and happiness. You are the best friends of mine.

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- To all people who have helped me until I can finish this report.

  However, I realize that this report is far from being perfect. That is why suggestion and supportive criticism will be kindly accepted. I hope that this report will be useful for the English Diploma Program students and all of the readers.

  

  Karanganyar, June 2010

  Ery Murdiyaningsih
ABSTRACT

Ery Murdiyaningsih. 2010. Teaching English Vocabulary to the 3rd Grade Students in SD N 02 Bejen, Karanganyar. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the job training in SD N 02 Bejen Karanganyar. The purposes of this final project are to find out the method used in teaching English vocabulary and the difficulties faced in teaching English vocabulary.

The appropriate methods used in teaching vocabulary are Direct Method, Grammar Translation Method, and it is also combined with Genre Based. These methods are used because it is appropriate with the student’s condition. The writer used the student’s mother tongue so that they can understand the simple words in English and know the meaning of each new word. The application of these methods is based on the materials available on the text book. In doing activities and exercises, the writer asks the students to read, to write, to listen, and to make simple sentences, so that they really understand about what they are learning.

Based on the discussion, the writer finds out the difficulties which are faced in teaching English vocabulary. They are the teaching materials, the condition of the students, the facilities and the media.

Related to the difficulties in teaching vocabulary, the writer gave the solutions. For the teaching materials, it can be solved by looking for the other books as references in libraries or book stores, for the student’s condition; like their characteristics, pronunciation and their less interest, the writer gave them songs or games and asked them to repeat the words more than twice. For the facilities and media, the writer tried to add the facilities and the media by using English storybook, pictures and the others media.
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CHAPTER 1

INTRODUCTION

A. Background

English is the world’s most important language. It is spoken by many people all over the world, either as a first or second language. English is also the key to open doors to scientific and technical knowledge which is needed for the economic and politics development of many countries in the world. English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not. From these facts, it is obvious that everybody needs to learn English to greet the global era.

In language teaching, vocabulary is an important part for learners. It is very important in the first time for learning English and it is the basic matters in teaching and learning. Learners need to learn what words mean and how to make the good sentences from the words. They will be easy to understand the sentences if they learn that words as a single item. For example, the teacher should help them to remember some words; the teacher can use a picture. It will give more understanding about the meaning of those words.

The importance of English vocabulary in English learning is one of the reasons why vocabulary should be given as a part of English lesson in primary school. More students get English lesson in primary school for the first time, so giving English vocabulary lesson correctly, including the pronunciation and the meaning of the new words is absolutely important.
The teaching methods must be practical in class to obtain the best result. By using the appropriate teaching methods, the students can understand English easier. The teacher also must employ the best methods and give the suitable materials according to the needs of the learners.

The writer is interested in teaching English to students of Elementary school and held a job training as an English teacher in SD N 02 Bejen Karanganyar. The writer taught the students of 1st grade up to the 6th grade, but the focus on this final project is on 3rd grade students because they are very interested in learning English vocabulary.

Based on job training, this final project discusses about what is the method used in teaching vocabulary? What are the difficulties faced by the teacher in teaching vocabulary? And what are the solutions? The writer presents discussion and report entitled “Teaching English Vocabulary to the 3rd Grade Students in SD N 02 Bejen Karanganyar”.

B. Objectives

Based on the background above, the objectives of this final project report are as follows:

1. To find out the method used in teaching English vocabulary to the 3rd students in SD N 02 Bejen Karanganyar.
2. To find out the difficulties faced in teaching vocabulary to the 3rd grade students in SD N 02 Bejen Karanganyar.
3. To find out the solutions to the difficulties in teaching vocabulary to the 3rd grade students.

C. Benefits

The writer hopes this final project can give the benefits:

1. To the English teacher at SD N 02 Bejen Karanganyar.
   This final project can be used by English teacher at SD N 02 Bejen Karanganyar as the reference about the methods and solutions in English class.

2. To the students of English Diploma.
   The writer hopes that this final project report can give advantages, motivations, and information’s to the students of English Diploma who are interested in teaching English, especially to young learners.

3. To the readers
   The writer hopes that this final project is useful and gives some information’s to the readers who want to know about the teaching of English vocabulary at elementary school.
CHAPTER II
LITERATURE REVIEW

A. Teaching

Teaching is a part of a teaching learning activity in understanding the subject that is learning. According to Cole and Chan (1994: 56), teaching is “A complex phenomenon that takes into account a wide range of personal characteristic, professional skills and specialized based of knowledge”. Meanwhile, Douglas Brown (1994:7) said, 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. Related to those definitions, teaching can be defined as the effort of the teacher in giving knowledge and sharing the experiences to guide somebody in order to make them understand about the subject they are learning.

The teacher as mediator between subject and students gives all the materials, knowledge, and information to the students in order to help them know about subject matter and practices new skill to them.

According to Harmer (1998:1-2), a good teacher should notice and take care of some issues:

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

2. A teacher must love her/his job.

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

4. A teacher should have lots of knowledge.
5. A teacher is an entertainer in positive sense not in negative sense.

Motivation is very important for student in learning and teaching activity. If they do not have any motivation, they will not want to study anything. So the student’s need a teacher to teach them because the teacher can became a good motivator for the student to study well.

B. Teaching Vocabulary

Vocabulary is very important in English teaching and learning activity. If the learner does not know the meaning of the words, they will have difficulty in understanding what they see, read, and learn. Mc Charty (1990: VIII) said that “The biggest component of any language course is vocabulary”. Teaching vocabulary is important; bad teaching on vocabulary will cause poor understanding for reader in comprehending a text.

According to Allen (1983: 49), “Students who do not learn grammar along with vocabulary will not be able to use language for communication. It means that vocabulary and grammar are needed in communication and to express something we must know about many words in order that we can show what we mean. So we can make conclusion that the first time for someone to study a language is vocabulary.

In this case, the teacher has an important role in teaching vocabulary to the students. The way in explaining the materials and pronouncing the vocabulary becomes the great challenge for the teacher to make the students understand the materials. This can be done by giving more practices and exercises. Usually, the
teacher makes a lesson plan before they teach in order to make teaching vocabulary easier.

C. Teaching Vocabulary to Children

Teaching vocabulary to children is different from teaching it to adults. For children they just study about the concrete words that make them easier to learn but for adults, they are usually taught with abstract words and grammar.

Mc Charty (1990: 117) said that “As few eight to twelve new items may be appropriate (eight for elementary, twelve for advanced) per sixty minutes lesson for truly productive learning to take place. This means that in teaching vocabulary to children we must give them new vocabulary less than ten, so that it becomes easier for children in learning vocabulary.

In teaching vocabulary, it is important to list the words in one group that have something in common. For example group of fruits, foods and drinks, things in their around, and the others. It can make the young learner easier to remember the meaning, because it becomes the most important thing in learning vocabulary.

In her book entitled *An Introduction to Teaching English to Children*, Susan House (1997) said, “.....then by trying to understand better how children learn we will have understanding on how to teach them.” This means that teachers have to learn first about the way children learn and then decided how to teach them.
According to Wendy A. Scott and Lisbeth H. Ytreberg, (1990: 2-3), children have certain characteristics that teacher should consider. Some of the children characteristics are described as follows:

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 are 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.

The characteristics of the students are complex, so it makes he teacher difficult to engage with them. Before the teacher teaches the students, they should understand the characteristics of their students. For children, only words are not enough to learn. Most activities for young learners should include movement and sense.
D. Method of Language Teaching

In language teaching, a method has important role in order to make the students understand in studying something. The understanding about method of teaching will give a good point of view about the teaching method will be used. According to Douglas Brown (1994: 51) in his book entitled Teaching by Principle: “Method is generalized set of a classroom specification for accomplishing linguistic objectives. Methods tend to be primarily concerned with the teacher and students role and behaviors and secondarily with such features as linguistic and subjects matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts”.

According to Diane Larsen-Freeman (1998: 23-24) in her book Technique and Principles in Language Teaching, there are several methods of language teaching:

1. **Grammar Translation Method**, the features are as follows:

   An important goal is for the students to be able to translate each language into the other.

   - Ability to communicate in the target language is not a goal of foreign language instruction.
   - The primary skills to be developed are reading and writing.
   - The student’s mother tongue is the medium of instruction.
2. **Direct Method**, the features are as follows:
   - Grammar should be taught inductively.
   - The purpose of language learning is communication.
   - The native language should not be used in the classroom.
   - Reading in target language should be taught from the beginning.

3. **Audio – Lingual Method**, the features are as follows:
   - The purpose of language learning is to learn how to use the language to communicate.
   - Target language is the medium of instruction.
   - The major objective of language teaching should be for the students to acquire the structural patterns, students will learn vocabulary afterward.

4. **Communicative Approach**, the features are as follows:
   - Language is used in a real context.
   - The target language is a vehicle for classroom communication.
   - Communicative competence is the method’s goal.

From all of the methods above, we can conclude that the most suitable language teaching methods used to teach the 3rd grade elementary students are the **Grammar Translation Method, Direct Method** and it is also combined with the **Genre Based**. This language teaching methodology uses the mother tongue in explaining the materials. Using the mother tongue will be helpful for the 3rd grade elementary students to comprehend the English subject.
E. Technique of Teaching Vocabulary

In teaching vocabulary we must understand the way in introducing some words to the children because teaching vocabulary is different from teaching adult. Children often feel bored and uninterested in English lesson because this language is so strange to their life so that as the teacher we must make them interested and understand in learning English as their second language. M.J McCharty (1990: 121) said that “We concentrated on vocabulary presentation in the classroom very much from the teacher’s point of view, but success in the vocabulary lesson crucially depends on the interaction between teacher and learners and on the work the learners themselves put into the assimilation and practicing of new words”.

On the 3rd grade they just learn about concrete words such as name of fruits, foods and drinks, animals, things in their around, and others. So it is better if we present vocabulary accompanied by picture because the children become easier to remember the words. Without the picture they will get difficulty in learning vocabulary. Doff (1988: 126) stated that “presenting new vocabulary involves showing the form of the word (how it is pronounced and spelt), showing the meaning of the word clearly, giving students a chance to hear how the word is used”.

Here are some techniques for teaching new words according to Adrian Doff (1998: 11) in his book Teach English:

- Say the word clearly and write it on the board.
- Get the class to repeat the word in chorus.
➢ Translate the word into the students own language.
➢ Ask the students to translate the word.
➢ Draw a picture to show what the word mean.
➢ Give an English example to show how the word is used.
➢ Ask question using the new word.

There are also four steps in presentation vocabulary procedure based on A Practical Handbook of Language Teaching (Cross, 1992: 11-12):

1. **Sound and the meaning**
   Say the new word two or three times, pronouncing it clearly, indicate the meaning of the same time.

2. **Repetition**
   Get the class to repeat the new word a few times. Check the pronunciation carefully.

3. **Written form**
   Write the word on the blackboard and have the class read aloud; choose two or three individuals to say it. And then get a chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation.

4. **Illustrative sentence**
   Put a short illustrative on the board so that the meaning will be clear to anyone reading the notes afterwards.
From the definition above we can conclude that vocabulary is very important in introducing English as the students’ second language. So we must use some procedures that appropriate with the condition of the students in teaching children, so that the student becomes easier in learning English.
CHAPTER III
DISCUSSION

A. SD N 02 Bejen Karanganyar

1. General Description of SD N 02 Bejen Karanganyar

SD N 02 Bejen Karanganyar is one of a state elementary school in Karanganyar. It is located at Laksda Yos Sudarso Street No.28, Karanganyar. SD N 02 Bejen Karanganyar was established in 1965 on the area of 1150 square meters. It consists of two floors. The whole building is designed for the headmaster’s and teacher’s office, some classroom, and the others facilities, such as, library, computer laboratory, mosque, canteen, bathroom, kitchen, school health center, warehouse, and parking area. The second floor also consists of some classes. Every room has its own facilities used by the teacher and students to make their activities run well.

SD N 02 Bejen Karanganyar has one headmaster, 16 teachers, a librarian, and a school guard. At present, the headmaster of SD N 02 Bejen Karanganyar is Sri Widiyastuti, S.Pd.SD. The headmaster has a duty to handle the school activity, who is assisted by a vice headmaster. The teachers are responsible for teaching and learning activities and they are also responsible for the marking of the student’s achievement. In this academic year, SD N 02 Bejen Karanganyar has 452 students.
They are classified into 6 grades in 12 classrooms. Each grade consists of two classes: class A and class B. Each class has one teacher who leads the daily activities of teaching and learning.

2. Vision and Mission of SD N 02 Bejen Karanganyar

SD N 02 Bejen Karanganyar has Vision and Mission to improve the education system and motivate the teachers and the students. The Vision of SD N 02 Bejen Karanganyar is “Achieving competence through the teaching and learning process, in perspective of faith and devotion as well as science and technology”. Meanwhile, the Mission of SD N 02 Bejen Karanganyar is “Create the quality education, prepare and develop the human resources who has high quality in faith and devotion also science and technology”.

Curriculum used in SD N 02 Bejen Karanganyar is KTSP (Kurikulum Tingkat Satuan Pendidikan). This school gives ten subjects for the 1st and 2nd grades, twelve subjects’ for the 3rd, 4th, 5th and 6th grades. All subjects include the general ones, religion and some extracurricular subjects, such as Scouting, Traditional dance course, Drawing, BTA, and Pencak Silat.
B. Job Training Activities

1. English Class Observation

a) The condition of the 3rd grade students

The writer did class observation at SD N 02 Bejen Karanganyar at the time of job training on February 1st 2010. The writer taught the 1st up to 6th grade students, but the writer chooses the 3rd grade students as the focus of observation.

Physically, the condition of the classroom observed is good enough and conductive for teaching and learning activities. The class is provided with chairs, tables, whiteboard, a big fan, a clock, two lamps, map, cupboard, some pictures, and the other facilities.

There are 75 students of the 3rd grade, class A consists of 37 students and class B consists of 38 students. During the teaching and learning activity, sometimes the class was noisy, they were still talking each other or busy with their own activities when the teachers were explaining the lesson to them. However, when the writer warned them, they were silent and listened to the writer’s explanation. Therefore, it can be said that the writer’s control management is very important to make classroom conductive.

In the 3rd grade class, they like activities that can make them happy such as singing a song or learning language through games. They are very enthusiastic when the writer asks them to sing a song that the writer writes
on the whiteboard. Besides, they also always cooperate with the writer especially in answering the questions or doing the writer’s commands.

b) The Teaching Material

Teaching material is one of the most important things in teaching and learning process. It is very helpful to organize the teaching activity, by providing a path through compact mass of the language to be learned. Besides, it also provides a stimulus in learning. The textbook, as a handbook, used by the English teacher for the 3rd grade students is Basic English 3, published by PT. Bumi Aksara.

c) The Evaluation System

In order to know how far the students master the lesson, the teacher prepared the instrument of the evaluation that consists of some exercises, homework, and rehearsal test. In every unit of the handbook, the teacher provided the students with some exercises and homework. The homework usually was done before the new material. The teacher also conducted the rehearsal test after one topic or unit. The final semester exam was carried out together with the other subjects. The type of the test consists of short answer question, multiple choices, matching, and the others.

d) The Student’s Reaction

Based on the observation, the writer could say that the students were interested in studying English; they were ready to follow the lesson. Every student has his own notebooks. They never forget to bring it in every meeting. When their teacher rechecked their homework, the teacher
found all students did it. In the class, they were responsive and enthusiastic enough to follow the lesson. When the teacher writes the material on the whiteboard, the students copied them. Unfortunately, this condition did not last long; the next 20 minutes the students would feel bored to follow the lesson. They started to make noise by chatting with their friends and several students did not want to sit. It was caused by the teaching method that is used by the teacher was monotonous.

2. The Making of Lesson Plan

In teaching, the teacher must have a lesson plan in order to make the material given to the students able to be controlled and it always in curriculum concept. Therefore, before presenting the material, teacher has to make a lesson plan for each topic. This is important point for the teacher, if they want to be successful in teaching activities. The lesson plan is arranged in order that the students can easily accept the delivery process of the material. Besides, the allocation of time can be arranged according to schedule that has been determined.

The lesson plan is made by the teacher in every meeting to organize the class. It consists of teacher and student’s activities in teaching and learning process. One lesson plan consists of one material used for one or two meetings. The lesson plan is divided into four sections. They are Building Knowledge of Field, Modeling, Joint Construction of Text and the last is Individual
Construction. Each section has different aims and activities, both for teacher and students.

3. **Teaching and Learning Process**

   This part discusses the English class activity of the 3rd grade students in SD N 02 Bejen Karanganyar. In conducting the English class activities, the writer has some aids, such as the handbook, whiteboard, and the others. The class activities can be described as follows:

   **I. Building Knowledge of Field**

   1. Greeting

      The writer always did greeting before the writer taught the students.

      The writer greeted students as follow:

      Teacher : Good Morning students?
      Students : Good Morning Miss.
      Teacher : How are you today?
      Students : I am fine, thank you and you.
      Teacher : I am fine too thank you.

   2. Reviewing last material

      a. Did you remember our last material?

      b. What did you learn in the last meeting?

   3. Introducing new material

      1. Do you have a bedroom?

      2. What kinds of things did you find in your bedroom?
II. Modeling

a. Teacher gives the text to the student about things in our bedroom.

For example:

Look! This is my bedroom. It is small, clean, and comfortable. I clean it every day. There are bed, pillow, bolster, blanket, cupboard, desk, chair, and lamp. I always study in my bedroom. I like my bedroom very much.

b. Teacher asks the students to listen and repeat the teacher’s sentences.

c. Teacher and students discuss the text together. Teacher asks some questions about the text to the students.

d. Students practice to say the vocabulary that related with the theme.

For example:

- Bedroom
- Bolster
- Desk

- Bed
- Blanket
- Chair

- Pillow
- Cupboard
- Lamp

III. Joint Construction

a. Make a small group consist of two students.

b. Students are asked to practice a dialogue with their partner.

For example:

Ari : Do you have a bedroom, Evi?

Evi : Yes, I have bedroom.
Ari : What kinds of things in your bedroom?

Evi : There are bed, pillow, table, chair, and lamp.

c. Students are asked to complete the exercise in their own book and it still guided by the teacher.

IV. Individual Construction

a. Students are asked to write a text about their bedroom based on the example above.

V. Closing Activity

Activities:

a. Reviewing all of the material generally.

b. Giving the students some home works.

c. Saying thanks and goodbye.

C. Discussion to the problem

1. The Teaching Method Used in Teaching English Vocabulary to the Students in SD N 02 Bejen Karanganyar

   The teaching method used in teaching vocabulary at SD N 02 Bejen Karanganyar is combination about Grammar Translation Method, Direct Method and Genre based. The Grammar Method was used with consideration that grammar should be taught along with vocabulary. This method also uses the students’ mother tongue to explain or give the meaning of certain English words in Indonesian for the classroom communication. With this method, students were provided with detailed explanation of grammar in their native
language, paradigm to memorize, and bilingual vocabulary list to learn. So, it is appropriate for the children. Direct method was used because it is considered as the best method to teach vocabulary. On the other hand, genre based was used because it can make the students understand the materials more easily.

2. The Application of the Grammar Method, Direct Method and Genre based

a. Grammar Translation Method

In the grammar translation method, the students were given detailed explanation about the grammatical pattern in their native language. Then, the sentences in their language were translated into the target language. To communicate with the students, the teacher used mother tongue. It makes them understand the materials easily.

b. Direct Method

The application of the direct method was simplified by using picture, chart and labeled object. With this method, the students were given pictures of objects, such as, kind of food and drinks, fruit, animal and any others objects, with English label under the pictures. The pictures and objects given are familiar objects around the students. Therefore, they will directly recognize the name of the objects or pictures in their own language.

Firstly, the pictures or figures are prepared. The pictures or figures were stamped on the media like a paper or something else, and then
under the pictures, the name of the pictures or figures is printed. Therefore, the students can directly know the name of the thing in their native language. There was no need to tell them meaning of the words in their own language.

c. Genre Based

The application of the genre based was simplified by using a text. The writer uses description text, because it was so simple text that can be understood easily by the 3rd grade students.

3. The Difficulties Faced in Teaching English Vocabulary for Children

1. The teaching material

It was not easy to find a good book for teaching vocabulary for children. The book used in this teaching activity was taken from students’ book entitled Basic English 3 published by PT. Bumi Aksara. In this book, the materials were complex, so it took time for the teacher to make the students understand to the lesson materials.

2. The students characteristics

It was difficult to make the students keep silent; they often made noises during teaching learning activities. Besides, they were also chatting while teacher was explaining the lesson to them. They often rejected the instructions of the teacher just because they did not like what the teacher asked them to do. This condition automatically disrupted the class activities.
3. The children pronunciation

They got difficulties in pronouncing the words in foreign language. They still pronounced the words in their mother tongue.

For example:

a. The word “pencil” should be read ['pEnsel], but they read it “pensil”.

b. The word “cupboard” should be read ['kabed], but they read it “kubord”.

4. Less interests in learning English

For children, it was not easy to learn English because English has many differences of concept with their own language and their customs. In these terms, the students still much use their mother tongue, so their interest in learning English become less and for the result, they did not pay much attention to teacher’s explanation. This fact made them difficult to learn English vocabulary lesson.

5. Facilities and Media for English Class Activities

Facilities are parts of education system that are used to support the education activities itself. In this school, the facilities that support English class activities are not adequate. The space of the class and the number of the students are not in balance to accommodate their activities. Moreover, the school lacks of source of the media to support the class activities, such as toys, board games, card games, and the others.
4. The Solutions to the Difficulties faced in teaching Vocabulary for Children

1. The teaching material can be solved by looking for the others book as references in libraries and book stores.

2. The students’ characteristics and their less interest in learning English, the writer used strategy to attract the students’ attention by giving games or asking them to sing together.

3. The children pronunciation, the writer always gave example of pronunciation of the words first then asked the children to repeat more than twice.

4. The facilities and media, the writer tried to add the media by using English storybooks, pictures, and the others media.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the problem statements and objectives, the writer draws some conclusions as follows:

I. The methods used in teaching vocabulary are Grammar Translation Method and Direct Method

- The application of grammar translation method, the students were given detailed explanation about the grammatical pattern in their native language. Then the sentences in their language were translated into the target language. To communicate with the students, the teacher used mother tongue. It makes them understand the materials easily.

- The application of direct method was simplified by using picture, chart, and labeled object. The students are given pictures of objects such as fruits, animal, things in their around, vegetables, and the others with the English label under it then they are asked to read it. The students can directly know the name of the thing in their native language without translation.

- The application of the genre based was simplified by using a text. The writer uses description text, because it was so simple text that can be understood easily by the 3rd grade students.
II. The difficulties faced in Teaching English Vocabulary For Children

1. The teaching material

The students’ book used is complex, so it took time for the teacher to make the students understand to the materials.

2. The students characteristics

It is related to the condition of the students themselves. Some of them often disturb other by making noises in the class activities.

3. The students pronunciation

They got difficulties in pronouncing foreign words because they still pronounced the words in their mother tongue.

4. Less interests in Learning English

They got many difficulties in learning this new language, so it made them dislike learning it and for the result, they did not pay much attention to teacher’s explanation.

5. Facilities and Media of English Class Activities

In this school, the space of the class and the number of the students are not in balance for heir learning activities. The school has lacks of source of the media to support the class activities, such as toys, board games, pictures, card games, and the others media.
III. The Solutions to the difficulties faced in teaching English Vocabulary

1. The teaching material can be solved by looking for the other books as references in libraries and book stores.

2. The students’ characteristics and their less interest in learning English, the writer used strategy to attract the students’ attention by giving games or asking them to sing together.

3. The children pronunciation, the writer always gave example of pronunciation of the words first then asked the children to repeat more than twice.

4. The facilities and media, the writer tried to add the media by using English storybooks, pictures, and the others media

B. Suggestions

After doing the job training in SD N 02 Bejen Karanganyar and teaching the 3rd grade students, the writer has some suggestions as follows.

1. To the English teacher of SD N 02 Bejen Karanganyar

   The teacher should improve the learning materials for the 3rd grade students. The teacher 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 3rd grade students, for example holding in the afternoon class. It is important to improve the students’ competence in learning English.
2. **SD N 02 Bejen Karanganyar**

   Due to the facilities and media are not available, the school should have effort to complete the facilities and media that are related with the class activities itself. The media such as games equipment and English story book should be provided to stimulate student’s interest to learn English more.

3. **English Diploma Program**

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


APPENDICES
Penilaian Praktek Kerja
Mahasiswa Program Diploma III Bahasa Inggris
Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret
Surakarta

Name : Ery Mursiyaniingsih
NIM : C3307005

Alas dasar penalaran, ketrampilan, kedisiplinan, rutinitas kehadiran, penampilan, pergaulan
dan tanggung jawab, nilai ditetapkan :

80 (Delapan puluh)

*Angka 10 – 100
Model penilaian tidak mengikat

Pembimbing di Perusahaan Swasta/
Instansi Pemerintah

Kepala SDN 02 Airan
Ketua Paman Karanganyar

[Nama Tanda Tangat]

Sri Widiyasari, S.Pd., S.O
NIP 19510704 107501 2001
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS SEBELAS MARET
FAKULTAS SASTRA DAN SENI RUPA
PROGRAM STUDI DIPLOMA III BAHASA INGGRIS
Kampus : Jl. Ir. Sutami 36 A Keningan Surakarta 57126 Telp : (0271) 7081122 / 7977045

Surakarta, 14 Desember 2009

Nomer : NOTA Khusus
Perhal : PERHORANAN IIII PRAKTEK KERJA LAPANGAN MAHASISWA

Kepada : Yth. Kepala Sekolah SDN Bejen II Karanganyar
Di Tempat:

Dengan hormat,

Dengan ini kami, Pengelola Program D.III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret, memohon kesediaan dan bantuan Bapak/Ibu kiranya dapat memberikan kesempatan kepada mahasiswa kami untuk melaksanakan Job Training atau Praktek Kerja Lapangan ( Magang ) di Instansi/Lembaga/Perusahaan yang Bapak/Ibu pimpin.

Praktek Kerja tersebut merupakan kegiatan kurikular yang sangat diperlukan untuk memantapkan ketrampilan mahasiswa dalam bidang kerja yang akan mereka hadapi kelak dikemudian hari. Praktek kerja yang diwajibkan kepada mahasiswa yang bersangkutan berlangsung selama 100 (seratus) jam.

Perlu kami tambahkkan bahwa mahasiswa telah dibekali dengan kemampuan berbahasa inggris, tetapi Praktek Kerja yang mestinya mereka jalani tidak harus secara langsung sesuai dengan bidang Bahasa Inggris. Setain itu Mahasiswa kami masih mengikuti perkuliahan, sesuai jadwal, sehingga mereka tidak bisa memenuhi jam kerja secara penuh.

Adapun rincian pelaksanaan tugas yang perlu dipenuhi oleh mahasiswa diantaranya : penalaran, ketrampilan, disiplin, rutinitas kehadiran, penampilan, peraufan dan tanggung jawab.

Kami mohon agar mahasiswa selesai melaksanakan Praktek Kerja, Bapak/Ibu berkenan memberikan nilai pada formulir yang kami lampirkan. Nilai diberikan secara Kumulatif dan dikirim kepada kami dalam sampul tertutup.

Adapun Mahasiswa yang akan melaksanakan Praktek Kerja adalah :

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>NIM</th>
<th>Alamat Rumah</th>
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<tr>
<td>1</td>
<td>Ery Murdiyaningsih</td>
<td>CS367085</td>
<td>J. Lekanud Yos Sudarso 03 Karanganyar</td>
</tr>
</tbody>
</table>

Atas kesediaan Bapak/Ibu dalam memberikan kesempatan dan bimbingan kepada mahasiswa kami, kami mengucapkan terimakasih. Bersama ini kami lampirkan formulir penilaian.

Keterangan :

[Naming]

NIP. 1871113019903001

[Signature]
SURAT TUGAS
Nomor: 042/HT.1.3.1/IT/2009

Ketua Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret Surakarta dengan ini menugaskan:

Nama: Ery Murdyaningsih
NIM: C9307005
Semester: V (LIMA)

Untuk melaksanakan praktek kerja di:

SDN Bejen II Karanganyar

Dalam rangka memenuhi salah satu syarat akademik untuk menyelesaikan studi pada Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret Surakarta.

Demikian agar tugas ini dapat dilaksanakan sebaik-baiknya.

Surakarta, 14 Desember 2009

Ketua Program

[Signature]