THE PROCESS OF TEACHING ENGLISH VOCABULARY
TO THE SECOND GRADE STUDENTS
IN SDN GULON SURAKARTA

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

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APPROVAL OF CONSULTANT

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PREFACE

Bismillahirrahmanirrahim, praise belongs to Allah SWT, the lord of the world and the creator of everything in this universe. Sholawat and also Salam for my prophet Muhammad SAW, the person who we will hope his Syafaat in the end world later. I also would like to say very much thank you to all my family and friends for supporting me to finish this final project report well.

In this report, I interested to discuss the Process of Teaching English Vocabulary to The Second Grade Students in SDN Gulon Surakarta, including the problem of teaching English vocabulary and the solutions of the problem. I tried to make this final project report become the best final project report that ever I made.

The writer realized that this report is still far from being perfect. Therefore, I will be happy to accept the suggestion and constructive criticism to make this report be better. I also hope, this final project report would give benefit for the others later.
MOTTO

I can do anything if I believe myself and I also believe that my God is always with me

(The Writer)
DEDICATION

This final project report is dedicated to:

My beloved parents
My beloved aunt and uncle
My beloved grandmother and grandfather
All of my family

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ABSTRACT


This final project report is written based on the job training that was done by the writer at SDN Gulon. The objectives of this report are to describe the process of teaching English vocabulary to second grade students at SDN Gulon Surakarta and to find out the problems and the solutions of teaching English vocabulary.

The data of this final project report were collected through observation and library study. The observation was done during the process of teaching and learning in the school and the library study was emphasized in teaching material and book from the library.

In process of teaching and learning, there are three sessions. They are warming up, presentation and assessment. In the process, the writer also found out many problems in teaching and learning activities, the problems about linguistic and non-linguistic problems and the writer also gave many solutions of the problems.
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PROSES PENGAJARAN KOSAKATA DALAM BAHASA INGGRIS UNTUK KELAS DUA SD DI SDN GULON SURAKARTA

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ABSTRAK

2012, proses pengajaran kosakata dalam bahasa inggris untuk kelas dua SD di SDN Gulon Surakarta. D3 Bahasa Inggris, Fakultas Sastra dan Seni Rupa. Tugas akhir ini disusun berdasarkan pada pelatihan kerja yang telah dilakukan penulis di SDN Gulon Surakarta. Tujian dari penyususnan tugas akhir ini adalah untuk menggambarkan proses dari pengajaran English Vocabulary untuk kelas dua SD dan juga untuk menemukan masalah-masalah yang dihadapi beserta penyelesainnya.

Data-data untuk laporan tugas akhir ini diperoleh melalui pengamatan dan daftar pustaka. Pengamatan dilakukan selama proses pelatihan kerja disana, sedangkan daftar pustaka diperoleh dari buku mengajar dan juga beberapa buku dari perpustakaan.

Dalam proses belajar mengajar, dibagi menjadi tiga tahap, yaitu pembukaan, presentasi dan penugasan. Penulis juga memberikan empat jenis skill dalam bahasa inggris, meliputi berbicara, mendengarkan, menulis dan membaca. Disana, penulis juga menemukan banyak masalah dalam mengajar, yaitu masalah linguistic dan non linguistic, tidak lupa juga penulis memberikan beberapa solusi untuk masalah tersebut.

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CHAPTER I
INTRODUCTION

A. Background

A language is very important for solving communication problem, especially in this globalization era. Language is one of the great ways to deal with globalization era. Therefore English becomes one of the international languages. Nowadays, English must be learned by all people in the world, including Indonesian. English has been taught to people since they were still children because the children, as young learners, have a great memorizing to accept new vocabulary in learning new language. Besides that, it is to prepare them in using English well later.

Because of the reason, Indonesian government has decided to introduce English to children at formal education, beginning at the elementary school.

In Indonesia, English is a foreign language after mother tongues and Indonesian language. Mother tongue is usually used at home, Indonesian is used at school and English is taught as a foreign language at school.

In English learning process, English should be taught attractively to it is easy to be understood so that the young learner will be interested in learning English. There are four skills that must be mastered by people who are using English. They are listening, speaking, reading and writing. There are also main components in English. They are vocabulary, grammar and pronunciation. However, in elementary school, the students just focus in vocabulary learning.

In language teaching, vocabulary is very important for young learners, especially in elementary school. It is one of the main keys in learning foreign language. According to Thornbury, the English teaching vocabulary is important because “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement. If you learn more word expression, you can say almost anything with word.” (Scott Thornbury, 2002:13). It means that the vocabulary more important than grammar for young learners.
SDN Gulon is one of the elementary schools in Surakarta where English lesson has started to be taught from the first grade to the sixth grade. Although English has been taught to all grade, but for the first grade until the third grade is only an introduction.

Because of the reason above, the writer is interested in doing the job training at SDN Gulon Surakarta. The writer taught the student from the first grade until the sixth grade, but the focus of the writer for the final project report just on the second grade students. There are many problems that must be faced in the process of teaching and learning English in this elementary school.

Based on the job training experience, the writer decides to write this final report entitled “THE PROCESS OF TEACHING ENGLISH VOCABULARY TO THE SECOND GRADE STUDENTS IN SDN GULON SURAKARTA”

A. Objectives

Based on the background above, the objectives of this report are divided into two. They are:

1. To describe the process of teaching and learning English to the second grade students of SDN Gulon.
2. To find out the problems faced by the students and to give the solutions about the problems in teaching and learning English process.

B. Benefit

The writer hopes, this final report can be beneficial to:

1. English teachers
   
The writer hopes this final project can help them for solving their problem in teaching and learning English in Elementary school.

2. SDN GULON Surakarta
   
The writer hopes this final project can give useful input to SDN GULON in improving its quality.
3. The readers

    The writer hopes this final project can give benefit, especially information about the process of teaching and learning English and it can be also used as a reference for them who need this later.
CHAPTER II
LITERATURE REVIEW

A. Teaching

Teaching is the most important part in learning process. Teaching is giving the information, training the attitudes and controlling the activities in class or in the other place. The activity is helpful for the student to understand the material.

According to Douglas Brown, teaching can be defined as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge causing how to know or understand” (Brown, 2000:7)

In teaching, it is very important for us to know the characteristic of the learner. When the teachers know the characteristic of their students, they will understand about their background. According to Harmer, there are some characteristics of the learners.

- A willingness to listen
- A willingness to experiment
- A willingness to ask question
- A willingness to think about how to learn
- A willingness to accept correction

Therefore, by looking the characteristics above, the teachers can analyze and decide about appropriate method for their learners.

There are some issues that should be pointed to be a good teacher

- A teacher should make his/him lesson interesting
- A teacher must love him/his job
- A teacher should have lots of knowledge
- A teacher should have his own personality
- A teacher is entertainer who has positive sense not in a negative sense

(Harmer, 1998:1-2)
Whereas in Oxford Concise Dictionary in tenth edition is written that Teaching is transferring knowledge to instruct someone in how to do something, especially in school or educational institution that makes use of example and experience.

**B. Learning**

Learning is an activity that has done by learners until they understand what they learn. “Learning is acquiring or getting of knowledge a subject or a skill by studying, experience, or instruction” (Burner in Brown, 2001:7)

There are also some understandings of learning according to Douglas Brown in his book Teaching by Principles (2007:7)

- Learning is acquisition or getting
- Learning is retention of information skill
- Retention implies storage system, memory, cognitive organization
- Learning involve active, conscious focus and acting upon events out side or inside the organism.
- Learning is relatively permanent but subject to forgetting
- Learning involves some form of practice, perhaps reinforced practice.
- Learning is a change in behavior.

Whereas In Wikipedia, Learning acquires new or modifier existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

(http://en.wikipedia.org/wiki/Learning (May 07, 2011 at 15:15)

Learning also can be done in three ways- Auditory, Visual, and Kinesthetic. It is important to try and include all three as much as possible into your lessons.
C. Young Learners

According to Teaching English to children book, the children are divided into two main groups. They are the five to seven years old and eight to ten years old.

The five to seven years old are at one level, the beginner stage. The eight to ten years olds may also be beginner 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.

The children at five to seven year olds can:

- talk about what they are doing.
- tell you about what they have.
- plan activities.
- argue for something and tell you why they think what they think.
- use logical reasoning.
- use their vivid imaginations.
- use a wide range of intonation patterns in their mother tongue.
- understand direct human interaction.

Whereas the children at eight to ten years old, they have a language with all the basic elements in place. They are competent users of their mother tongue and in this connection they are aware of main rules of syntax in their own language. By the age of ten children can:

- understand abstracts.
- understand symbol (beginning with words).
- generalize and systematize.

Whereas Mc Charty 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. (Mc Charty ,1990:7)
Further, According to Suryanto, the young learners are those who are 8-10 years old. They also have been ready enough to learn language. Their language that they have will help them in the learning English (Suryanto, 2007:19). Young children are quick to learn words, slower to learn structure (Philips, 1996:74)

Actually, the young learners have good memory and are easy to learn anything. Learning vocabulary for young learners is the appropriate method because young learners are quick to learn word than learn structure in English learning.

D. Vocabulary

Vocabulary is important in English teaching and learning process. McCarthy ever says that “No matter how well the student learn grammar, no matter how successfully the sound of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way“ (McCarthy, 1990:13).

Whereas Scott Thornbury says that, “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement. If you learn more word expression, you can say almost anything with word.” (Scott Thornbury, 2002:13).

Therefore, learning vocabulary is more important than learning grammar. Learning grammar is also important to be learned by learners because without learning grammar, the learners cannot make sentence well.

“Without grammars very little can be conveyed, without grammar vocabulary nothing can be conveyed” (Scott Thornbury, 2002:13)

Scott Thornbury also says that “Words have different functions; some carrying manly grammatical meaning and while other bear a greater informal load.” By the linguist David Wilkins summed up the importance of vocabulary learning.( Scott Thornbury, 2002:12)

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E. Method and Technique

In English teaching, there are many methods which are used by the teachers to teach their students. But in here, the writer just explains two methods. They are audio lingual method and Total physical response method.

1. Audio lingual method

This method has scientific foundation which clearly links between theory and practice. It was in fact believed to be the first method of teaching which could be said to have developed a methodology based on the scientific principles. (Endang Fauziati, 2009:55)

The application of this theory to foreign language is as follow:

- The organism as the learner
- The behavior as verbal behavior
- The stimulus as what is presented of the foreign language
- The response of the learner’s reaction to the stimulus
- The reinforcement as the extrinsic approval and praise of the teacher, fellow students, and self-satisfaction on target language use.

(Endang Fauziati, 2009:56)

The bases principles of this method are follows:

- Foreign language learning is basically a process of mechanical habit formation.
- Language skills are learned more affectively if the items to be learned in the target language in spoken form before they are seen in written form.
- Analogy provides a better foundation for language learning than analysis.
- The meanings the words of language have for the native speaker can be learned only in linguistic and cultural context and not in isolation.

(Rivers in Endang Fauziati, 2009:55)
Whereas the techniques used by audio lingual methods are as follows:

- **Repetition**
  The student repeats an utterance as soon as he has heard it. He or she does this without looking at a printed text. The utterance must be brief enough to be retained by ear. Sound is as important as form and order.
  
  Example:
  
  (Teacher)  There are many cats
  (Students)  There are many cats
  After the students have repeated an utterance, they may repeat it again and add a few words, then repeat the whole utterance and add more words.
  
  Examples:
  
  (Teacher)  There many cats in here
  (Students)  There are many cats in here

- **Replacement**
  One word in an utterance is replaced by another.
  
  Example:
  
  (Teacher)  Helen is a girl
  (Student)  she is a girl

- **Completion**
  The students hear an utterance that is complete except for one word and then repeats the utterance in completed form.
  
  Example:
  
  (Teacher)  It ... a cat
  (Student)  It is a cat

- **Rejoinder**
  The students make an appreciate rejoinder (response) to a given utterance. They are told in advance to respond in one of the following ways.

  *Be polite*

  Teacher you are a good student
  Students thank you  
  
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Answer the question

(Teacher) What is your name?
(Student) My name is Helen.

Agree

(Teacher) This is a cute cat.
(Student) Yes, I agree

Express surprise

Wow, the butterflies look beautiful!

Express regret

I am so sorry.

(Brooks in Endang Fauziati, 2009, 59-62)

2. Total physical response

In this method, basically the instructor gives commands in the target language, demonstrates the corresponding action and directs the students to perform the same action. Learners respond the commands through physical movement. This instructional strategy does not only make a second language learnable for most people but also enjoyable. (Endang Fauziati, 2009:89)

In designing this method, Asher carefully considered how infants acquire language and based his method on three principles on first language acquisition: listening precedes speaking, language learning is associated with body movement and listening skill prepares a child for speaking. When speaking to a kid, parent commonly point to an object and clearly state its label, example “ball” or instruct the child, “Pick up pet the ball and show through action what they mean by the utterance. Children are able to show comprehension by responding physically to the parent’s utterance. With no pressure, children slowly learn to respond and eventually try to speak. (Asher in Endang Fauziati, 2009: 90)

In total physical response, Asher gave examples of his method teaching procedure which comprise of six stages. They are:
• Review
  This is fast-moving warm-up in which individual students were moved with command.
  Example:
  (Teacher) Helen clean the blackboard
  Tono close the door

• New command
  This is a stage where new teaching materials are introduced.
  Example:
  (Teacher) Wash your hands
  Wash your face

• Other items introduced
  For example, teacher introduce new word, teeth, and then, he or she give command
  Teeth Touch your teeth
  Show your teeth to your friend

• Physical respond
  The instructor asked simple question which the student could answer with gesture such as pointing.
  Example:
  (Teacher) where is the chalk?
  (Student point the chalk)

• Role reversal
  Student readily volunteers to utter commands that manipulate the behavior of the instructor and other students.

• Reading and writing
  The instructor wrote on the blackboard each new vocabulary items and sentence to illustrate the items. The student spoke each item and acted out the sentence. The students listened as the teacher read the material. Some copied the information in their notebooks
  (Asher, Richards and Rodgers in Endang Fauziati, 2009, 94-97)
CHAPTER III
DISCUSSION

In this chapter, the writer will explain about the writer’s activities for doing the job training. This chapter will be divided into four sub chapters, including Description of SDN Gulon, Class Observation of SDN Gulon, and Discussion about the activities on the job training and the last about problems and Solutions that the writer faced there.

A. Description of SDN Gulon

SDN Gulon is an elementary school which is located in Jl. Sejahtera Rt.02/12 Gulon, Jebres Surakarta. This school was established on June 16th 1978 on an area of 1763 meter square. The area was built in 768 m² for buildings, 680 m² for yard and 225 m² for school garden. The school has wonderful scenery because the location in the village that is still natural and is also far from the Main Street.

The school consists of six class rooms for 1th to 6th grade, a religion room for Christians, a mushola, a library (something, it is also used as a dancing room), a canteen, a headmaster room, a teachers’ room, five bathrooms (four for students and one for teachers), two parking areas (one for the students and the other for teacher), a storeroom and a yard.

SDN Gulon has 245 students, 137 of them are boys and the others are girls. They are classified into 6 classes in the academic year of 2010/2011. Most of the students are from the villages around the school. It has a headmaster and twelve teachers consisting of six classroom teachers, a sport teacher, two religion teachers (Islam and Christian), a dancing teacher, and an English teacher. The headmaster is the leader in this school and she has responsible for all related with school activities, teaching and learning process and also administration. Whereas the classroom teachers have responsible for teaching in general subject and they also manage the class management and administration. The class activity begins...
at 07.00 am and ends at 12.00 pm for Monday to Thursday and at 07.00 am to 10.30 am for Friday and Saturday.

This school also has an extracurricular. It is a Marching Band “Tak Kusangka”, practice every Tuesday but this program just for 4th to 6th grade

The structural organization of SDN Gulon Surakarta

A. Job training Activities

1. Class Observation

In the job training, the writer did an observation about the condition and situation of the school. The observation was about facilities and teaching-learning activities in the school and in the classroom. The purpose of this observation was to get some information that was needed the writer for teaching English lesson later.

Before, in this school, English lesson is just taught from 4th to 6th grade as a local content lesson. But, when the writer came to the school, English lesson is taught to all grades. In 1st to 3th grade, the students are just given English’s
introduction. Each meeting is 35 minutes. In this job training, the writer just focused on second grade. The English lesson for second grade is given two sessions. It is in Thursday at 07.00 to 07.35 am and at 07.35 to 08.10.

On second grade, there are 46 students, 30 students are boys and 16 students are girls. Their class has enough facilities, covering a black board, many tables and chair for students, a table and chair for teacher, a cupboard, many pictures (animal, number, letters, etc), a rule, a map, a clock, many chalks, two erasers and a garbage-can. In every class there are also places for washing hand.

Before starting lesson, the first activity is praying. This activity is not only done by students but also the teachers. The school applies that rule because this can build their characters.

2. Lesson Plan

Lesson plan is very important on teaching-learning English because before teaching, the writer need to prepare the material lesson well. The lesson plan is arranged based on syllabus and evaluation from the previous meeting. Generally, the lesson plan consists of building knowledge of field (BKOF), modeling, joint construction and independent construction. But in here, the writer did not always use it. The writer was flexible according the situation. There were some steps done by the writer before teaching in class. They were:

- Look the theme of the lesson
- Decide the focus of the lesson
- Decide the method which will be used
- Decide the technique that will be used
- Decide the aim of the lesson
- Prepare the materials and the equipment is needed
B. The process of teaching English vocabulary in the second grade

In process of teaching and learning, there were three sessions that the writer did. They were warming up, presentation, and assessment.

1. Warming up

The first step on teaching learning English process was greeting. This session was done for making situation became relax and fun. The writer gave greeting, asked about the last material and gave introduction about the new material. This was example for greeting:

Writer : Good morning class!
Students : Good morning miss!
Writer : How are you today?
Students : I am fine
Writer : Is there any homework?
Students : Yes!

After giving greeting, the writer asked the students to collect their homework and started presenting attendance.

Writer : Who is absent today?
Students : No one, miss!

Then the writer asked some questions related the last meeting. For example:

“Do you still remember about animal?”
“Mention it”

The writer also introduced the new material. For example, the writer gave some questions related new material.

“Do you know about day?”
“How many days are there in a week?”
“Let’s mention it!”
2. Presentation

In this session, the writer used some techniques to make the process of teaching and learning became interesting. The main activity in class could be divided into two activities, giving explanations and practicing.

a. Giving explanations

In giving explanations session, the writer introduced many vocabularies for the students. The writer used material in LKS PAKEM. The writer used some techniques to introduce the material. One of them was by using the picture. This way would make the students easier to understand about material.

The writer showed the pictures for the students, the writer mentioned the name of the picture first and then asked them to repeat it again and again. The aim of repetition was to make their pronunciation became correct and good.

These pictures were used by the writer in teaching and learning vocabulary.
After the students could mention and pronounce the names of the animals correctly, the writer showed the pictures one by one and the students tried to answer it.

The writer : What is this?
The Students : This is a cow!

The writer : What is this?
The Students : This is an elephant!

The writer : What is this?
The Students : This is a dog!

The last session, the writer asked them about their favorite animals. Of course, they have different favorite animals.

Writer : What is your favorite animal?
Eva : cat
Arum : butterfly
Nina : lion
b. Practicing

In this session, the writer gave some exercises to the students. Exercise is very important to know what the students have understood about the material or not. The writer gave them some exercises related to the material. There were many activities that we had done here. The writer divided it into four sessions. They were reading, speaking, writing, and listening. The aim of this activity was to make the students master the vocabulary well because the focus of teaching and learning in Elementary school is still in mastering vocabulary. These were one of the activities in class, which the writer has done.

Reading

The writer gave the students a short text. The aim of this activity is to make the students be accustomed to English.

The writer gave instruction, “repeat after me:

Spiders
Spider has 8 legs.
Spider does not have wings.
Spiders eat mosquitoes and other insect.
They spin web to catch prey.
All spiders are meat eater.
Spiders have hairs on their legs.
They use them to feel and smell things.

The writer also gave them the meaning each word. So, the students could understand the meaning of the short text.
Speaking

Speaking is one of the important skills in English. Generally, the students are still shy and scared to speak English. They are still shy if they say the wrong word or pronunciation. In here, the writer tried to make them be familiar to speak English. One of the way was the writer often gave oral question for them.

In this activity, the writer asked the students to mention the kinds of animals that they know.

The writer : please, mention five animals that you know
The students : snake, bird, cat, dog, chicken

After the students can mention it together, then the writer asked them one by one.

The writer : please, mention four animals that you know, Eva?
Eva : cow, pig, cat, bird!

Many students still have many problems about they said wrong pronunciations. If they said wrong pronunciations, the writer would try to correct their pronunciations. So they will be accustomed to say pronunciations well.

Writing

Written in English is not easy. This is because the pronunciation in English is different in writing. In the writing session, the writer gave the students matching exercise. Most of them were very interested in doing this exercise.

Match!
Jodohkan

1. Ladybird
2. Snake
3. Goose
4. Cow
5. Chicken

a. Angsa
b. Burung merak
c. Ular
d. Sapi
e. ayam
Listening

In the listening, the writer asked the students to fill the missing letters. The aim of this activity was to know whether the students understood what the writer said or not, because in English, the pronunciation of word is different from the written. This was one of the activities in listening skill.

The writer prepared some words, they are:

a. Rabbit
b. Buffalo
c. Peacock
d. Dragonfly
e. Butterfly

Then, the writer gave instruction,

Listen and fill in the missing letters!

Dengar dan isilah huruf-huruf yang hilang

a. R ___ B B ___ T  
b. B ___ F ___ A ___ O  
c. P ___ ___ C O ___ K  
d. D ___ ___ G ___ ___ F ___ Y  
e. B ___ T T ___ R ___ ___ Y

In every exercise, the writer gave enough time for the students to do it. The answers were discussed together after the students finished the exercise. The students were also allowed to ask the questions if they did not understand. Sometimes the writer also asked the students to write their answer in the blackboard or say their answer orally.

3. Assessment
In this session, the writer reviewed all materials that have been learned in the meeting and the last session the writer also gave them homework. Giving homework is very important for the students. By giving homework, they would be able to review again their lesson that has been given in school and it could improve their vocabulary.

4. Attractive Learning

The students in second grade still liked playing all the time although they have a lesson in the class. They liked to make noisy and sometimes, the writer got difficult to control them. To make them interesting again to learn English, sometimes the writer gave them a song. Song is one of the ways to make the student more interesting in learning English. This way the writer did so that they were not bored and made the situation became fun and relaxed.

Before, the writer wrote the text of the song in the blackboard. After that the writer sang the song first. The writer also gave some dances related with song. Then the writer asked the students to practice it together.

*Up and down and shake shake*
*Shake to the right and shake to the left 2x*
*Up and down and shake shake*

Another song was song of Barney and friends.

*I love you, you love me*
*We’re a happy family*
*With a great big hug and kiss from me to you*
*Won’t you say you love me too?*

The students were very enjoy and interesting about this song. They liked to sing together.
C. The problems faced and the solutions in English teaching learning process

In teaching and learning English, the writer found many problems and also tried to solve the problem. These were the problem and the solution that the writer found.

D.1 The problems in teaching English vocabulary to the second grade students

Linguistic problems

- Memorizing the vocabulary
  The students got many difficulties to memorize the vocabulary. Many words that must they know and it was not easy to they do, because English is really different from Indonesia. They were often wrong if the writer asked them to read and mention the words.

- Pronouncing
  English is a foreign language for students and the first language is their mother tongue. The foreign language is very different with their first language. So, they enough got difficult when they must learn pronunciation of the foreign language well. They often made mistakes by pronouncing the wrong words. The writer had given examples about how to pronoun the word, but the students still made mistakes by pronouncing the wrong words.

Non linguistic problems

- Classroom management
  There were 46 students in class. The number was very big. The writer had to speak loudly. Besides that, the students have different characters. It made the writer have some problems to control the class well. When the writer taught in front of class, there were some students who did not pay attention to the lesson. They were busy with their own activities such
as, making noisy, disturbing their friends and speaking. It made the class
become in conducive and they could not accept the material well.

- **Limited time**

  For the students, English is new language for them. So they need
  much time to learn in well. In here, the writer was just given 1 hour for one
  meeting/week. It was not enough for them to learn English well.

- **Limited facilities**

  Facility is one of important thing in teaching and learning English.
  With the good facilities would make the students more enthusiasm in
  studying. The students just used the material in LKS and pictures to learn
  English. They needed other interesting equipments to support them on
  learning English.

- **The low student’s motivation**

  The student’s motivation to learn English was very low. That could
  be seen from their behavior in class. When the writer gave them the exercise,
  they always said that they could do it even they have not tried to do it.
  Besides that, they often did not respect about the lesson. They often chatted
  with their friends when the writer was giving the material. Sometimes, they
  did not care with warning that the writer gave. This made the writer confused
  what should the writer do.
D.2 the Solution to handle the problem in Teaching English Vocabulary to the Second Grade Students

**Linguistic solutions**
- Memorizing the vocabulary
  
  The solution of this problem was that the writer had to mention it several times until they could mention it well. The writer also used pictures as media because it could make them more easily memorize the word. Besides that, the writer also asked them to write the word several times.

- Pronouncing
  
  The solution of this problem is that the writer must repeat and repeat again the pronunciation of the words until they could pronounce it correctly.

**Non linguistic solutions**
- Classroom management
  
  To solve the problem, the writer made a role in class such as giving punishment if they did not pay attention. The writer also spoke loudly to get attention from them and gave a joke to increase the students’ interest in class.

- Limited time
  
  The solution of this problem, sometimes the writer asked to add an extra time in handling class to the teacher class. By giving an extra time, the writer hoped that the process of teaching and learning would be effective and useful.

- Limited facilities
  
  The solution of this problem, the writer often gave others material from home. The writer looked for the internet and borrowed in the campus library.

- The low student’s motivation
  
  The solution of this problem, the writer gave motivation’s words. The writer believed, no one the students’ was stupid, all of them was smart.
They said that they could not do the exercise because they were just lazy not stupid. They just had low motivation to learn English. So, the writer assumed, they need much motivation and inspiration to learn English. Besides that, the writer also gave them some prizes, if they got a good score. The prize was not expensive something, just chocolate, candy, cookies, sometimes book or pencil. They were very appreciating about this way. The writer also gave them songs. Song is one of the way to make English lesson became more interesting. So, learning English was not just doing exercise in class. Finally, the situation in the class was being better than before.
CHAPTER IV

CONCLUSION AND RECOMMENDATION

A. The Process of Teaching and Learning English to the Second Grade Students of SDN Gulon.

According the problem statements and the discussion, the writer could conclude as follows:

In teaching and learning English, the writer used two steps. They were warming up and presentation. Warming up is really important to be done because in this session is the first step to make the students interest to learn English. In warming up, the writer greeted the students by asking condition, list attendance, and also introducing the material. The writer created a good atmosphere by giving a fun English lesson in the class because if the students felt comfortable, it would make them was easy on accepting material. The aims of the writer are not only transfer of knowledge but also transfer of value. In second step was presentation (the writer introduced and explained the new vocabulary), after that the students were given the kinds of exercise. The writer made the interesting exercises models so that the students challenge to do it. The material included four skills. They were reading, listening, speaking and writing. In the last session, the writer gave homework for them. Sometimes, the writer also gave them a song.

B. The problems faced and the solutions in English teaching learning process

Linguistic problems

- Memorizing the vocabulary

The solution of this problem was that the writer had to mention it several times until they could mention it well. The writer also used pictures as media because it could make them were easy to memorize the word. Besides that, the writer also asked them to write the word several times.
• Pronouncing

The solution of this problem was the writer must repeat and repeat again the pronunciation of the words until they could pronoun it correctly.

Non linguistic problem

• Classroom management

To solve the problem, the writer made a role in class such as giving punishment if they did not pay attention and also spoke loudly to get attention from them and gave a joke to increase the students’ interest in class.

• Limited time

The solution of this problem, the writer asked to add an extra time in handling class to the teacher class.

• Limited facilities

The solution of this problem, the writer often gave others material from internet and borrowed in campus library.

• The low student’s motivation

The solution of this problem, the writer gave motivation’s words and also gave them some prizes, if they got a good score. The writer also gave them songs. Song is one of the way to make English lesson became more interesting.
C. Recommendations

Based on the conclusions that have been presented previously, the writer has some suggestions as follows:

1. **SDN Gulon 149**
   First, I hope SDN Gulon want to circumscribe the quota of their students. One class consists of more than 40 students, is not very effective in teaching and learning activities. I think, a class is more effective if consists of 20 until 25 students. Therefore the teacher can teach them easier.

   Second, I hope the school can provide some supporting facilities to increase the students’ interest in learning English. Any kinds of dictionaries, text book, flash card, English book story, and pictures. By providing the facilities, it is hoped that the students can be qualified.

2. **The English teacher**
   Teaching in elementary school is not easy. The teacher should be creative and innovative, because the students are easy to bore. English lesson must be created as enjoyable and interesting in order to make the students like English lesson. Creating new techniques and methods in teaching and learning is very important. The teacher should also have many games and music to make the lesson does not bore so that in education there will not only transfer knowledge but also transfer of value.

3. **The students of English Diploma Program**
   Before facing in job training and making final project report, the students should prepare everything well, such as the material, techniques that will be used, and reference books. They also need to prepare psychology and the knowledge. Therefore they will not get problem to reach the goal of teaching.