

TEACHING ENGLISH VOCABULARY USING  
MNEMONICS TECHNIQUE TO THE 5<sup>TH</sup> GRADE  
STUDENTS OF SDN KENOKOREJO 04 SUKOHARJO



**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**

**By:**

**Ika Setyowati**

**C9308103**

**ENGLISH DIPLOMA PROGRAM  
FACULTY OF LETTERS AND FINE ARTS  
SEBELAS MARET UNIVERSITY  
SURAKARTA**

**2012**

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**APPROVAL OF THE CONSULTANT**

**Approved to be examined before the Board of Examiners,  
English Diploma Program, Faculty of Letters and Fine Arts  
Sebelas Maret University**


Final Project Report : TEACHING ENGLISH VOCABULARY USING  
MNEMONICS TECHNIQUE TO THE 5<sup>TH</sup> GRADE  
STUDENTS OF SDN KENOKOREJO 04 SUKOHARJO

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Sebelas Maret University**

Report Title : TEACHING ENGLISH VOCABULARY USING  
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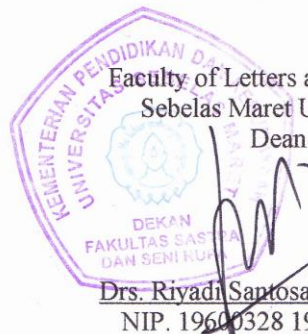
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**MOTTO**

*A life without love is as bleak as a year without summertime*

- Swedish Proverb



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## DEDICATION

I want to dedicate my final project report to:

- My father, mother and my sister
- All my friends
- All people who help me to accomplish this project



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## PREFACE

First of all, the writer wants to thank to Allah SWT for the blessing and guidance. This final project report is submitted by the writer to fulfill the partial requirement in obtaining degree in the English Diploma Program. The report was based on the job training that the writer did in SDN Kenokorejo 04 Sukoharjo.

This project report is entitled “Teaching English Vocabulary using Mnemonics Technique to the 5<sup>th</sup> grade students of SDN Kenokorejo 04 Sukoharjo”. The report describes the process of teaching English vocabulary by using Mnemonics Technique, problems and solutions faced by the writer. By using Mnemonics Technique, it is expected that the students will be easy to remember the vocabulary.

Finally, the writer believes that this final project is far from perfect. Therefore, any criticisms from the readers are needed to make it better.

Surakarta, December 2011

Ika Setyowati

## ACKNOWLEDGMENT

I would like to thank to God for giving me everything in my life. I would like to say thankfulness to these following people:

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10. Mbak **Catur**, **Hamidah**, thank you very much for your support. I always remember your statement "*SEMANGAT YAA*"! It becomes my spirit when I am in bad mood.
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12. Staff TU and staffs SLC, thank you very much for your help.

All people whom I cannot mention one by one. Thank you for everything.

Surakarta, December 2011

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Ika Setyowati

## ABSTRACT

**Ika Setyowati. 2012. TEACHING ENGLISH VOCABULARY USING MNEMONICS TECHNIQUE TO THE 5<sup>TH</sup> GRADE STUDENTS OF SDN KENOKOREJO 04 SUKOHARJO. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.**

This final project report was written based on the job training in SDN Kenokorejo 04 Sukoharjo. The aims of the report were to describe the process of teaching English vocabulary using Mnemonics Technique to the fifth grade students of SDN Kenokorejo 04, the problems that occurred in the teaching process and the solutions of the problems.

The writer divided the teaching and learning process into four steps. They were greeting, introducing new material, explanation and assessment. The writer also used Mnemonics Technique to remember the difficult vocabulary. The writer gave general knowledge to vary activities in the classroom.

The writer found some Problems during teaching and learning process. The writer's problems were a limited time and it took a long time to arrange the Mnemonics Technique. To solve the problems, the writer asked the students to reread the material at home. The writer prepared the materials two or three days before the materials was presented in the classroom. Meanwhile, the students' problems were memorizing the vocabulary, misspelling and less focus. To solve those problems, the writer asked the students to repeat the vocabulary at the end of the lesson and the following day. To solve the misspelling problem, the writer gave the correct answers to the students. To solve the less focus problem, the writer gave general knowledge such as geography and history.



## TABLE OF CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>APPROVAL OF THE CONSULTANT.....</b>	<b>Error! Bookmark not defined.</b>
<b>APPROVAL OF THE BOARD EXAMINERS.....</b>	<b>ii</b>
<b>MOTTO .....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>PREFACE.....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>CHAPTER I : INTRODUCTION.....</b>	<b>Error! Bookmark not defined.</b>
A. Background.....	<b>Error! Bookmark not defined.</b>
B. Objectives .....	<b>Error! Bookmark not defined.</b>
C. Benefits.....	<b>Error! Bookmark not defined.</b>
<b>CHAPTER II : LITERATUR REVIEW .....</b>	<b>Error! Bookmark not defined.</b>
A. Teaching and Learning Process.....	<b>Error! Bookmark not defined.</b>
B. Vocabulary .....	<b>Error! Bookmark not defined.</b>
C. Young learners.....	<b>Error! Bookmark not defined.</b>
D. Teaching Vocabulary to Young Learners	<b>Error! Bookmark not defined.</b>

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E. Mnemonics Technique ..... **Error! Bookmark not defined.**

**CHAPTER III : DISCUSSION**.....**Error! Bookmark not defined.**

A. School description ..... **Error! Bookmark not defined.**

1. Description of SDN Kenokorejo 04 . **Error! Bookmark not defined.**

2. Vision and mission of SDN Kenokorejo 04 **Error! Bookmark not defined.**

3. The Organization Structure of SDN Kenokorejo 04 **Error! Bookmark not defined.**

B. The Activities during the Job Training in SDN Kenokorejo 04 **Error! Bookmark not defined.**

1. Class Observation ..... **Error! Bookmark not defined.**

2. Making Lesson Plan ..... **Error! Bookmark not defined.**

C. The Process of Teaching English vocabulary using Mnemonics

Technique to the 5<sup>th</sup> grade students of SDN Kenokorejo 04 **Error! Bookmark not defined.**

D. The Problems of Teaching English vocabulary using Mnemonics to

the 5<sup>th</sup> grade students of SDN Kenokorejo 04 **Error! Bookmark not defined.**

E. The Solutions of Teaching English vocabulary using Mnemonics to

the 5<sup>th</sup> grade students of SDN Kenokorejo 04 **Error! Bookmark not defined.**

**CHAPTER IV : CONCLUSION AND SUGGESTION** **Error! Bookmark not defined.**

A. Conclusion ..... **Error! Bookmark not defined.**

B. Suggestion ..... **Error! Bookmark not defined.**

**BIBLIOGRAPHY**

**APPENDICES**

**TEACHING ENGLISH VOCABULARY USING  
MNEMONICS TECHNIQUE TO THE 5<sup>TH</sup> GRADE  
STUDENTS OF SDN KENOKOREJO 04 SUKOHARJO**

Ika Setyowati<sup>1</sup>  
Drs. S. Budi Waskito, M.Pd<sup>2</sup>

**ABSTRACT**

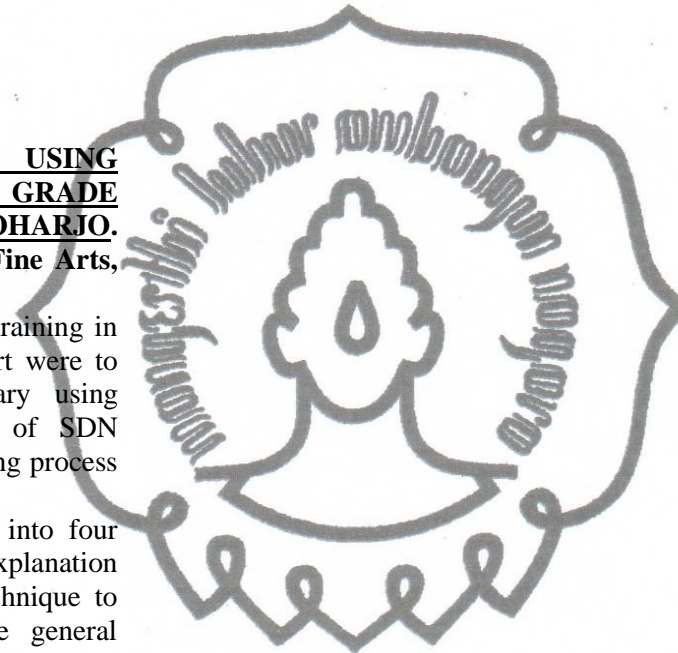
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<sup>1</sup> Mahasiswa jurusan D III bahasa inggris dengan NIM C9308103

<sup>2</sup> Dosen Pembimbing

## CHAPTER I

### INTRODUCTION

#### A. Background

English is an international language that is used by most people in the world. It is very important to be mastered by everyone who wants to progress the foreign language skill. English language becomes one of the local subjects for elementary students and becomes the school subject that is tested in final examination as a requirement to graduate from junior high schools. For that reason, vocabulary is good to be taught to students earlier as a basic competency that has to be owned by students before learning other English items such as: idioms and grammar.

Teaching English vocabulary for elementary students is not easy. It needs preparation well so that the material than is taught by the teacher can be understood by the young learners who generally have specific characteristics such as: children are curious, they have just short time to pay attentions, they need various activities to stimulate their curiosity and take a part in learning activities.

According to Scott, Thornburry on his book entitles *How to Train Good vocabulary* (2002:144). There are some techniques that can be used in the teaching and learning English vocabulary such as: learning training, using mnemonics, word cards, guessing from contexts, coping strategies for production, using dictionaries, spelling rules, keeping records, motivations. The techniques can be used to support teaching English vocabulary in the schools.

In some cases, the students have to remember the English vocabulary that they are not familiar with the words and the meaning. It can be a problem if the students do not like remembering activities. The students will have some difficulty in English lesson. It can influence the students' English scores and teaching-learning process. Therefore, the teachers should create some devices that can help the students remember the vocabulary items easily so that the students enjoy remembering English vocabulary.

Memory is an important part in teaching and learning English vocabulary process. It is used to remember difficult words or idioms. In order to maximize the memorizing process, the students need a device to remember difficult things in a simply way. One of the devices is mnemonics technique that served some ways how to remember something in fun and easy methods. Based on the explanation above, the writer chooses a title: "TEACHING ENGLISH VOCABULARY USING MNEMONICS TECHNIQUE TO THE 5<sup>TH</sup> GRADE STUDENTS OF SDN KENOKOREJO 04 SUKOHARJO" as the writer's final project report in the English diploma program, Faculty of Letters and Fine Arts.

## **B. Objectives**

The final project report has three objectives such as:

1. To describe the process of teaching English vocabulary using mnemonics technique to the 5<sup>th</sup> grade students of SDN Kenokorejo 04.

2. To find out the problems in the process of teaching English vocabulary using mnemonics technique to the 5<sup>th</sup> grade students of SDN Kenokorejo 04.
3. To find out the solution in the process of teaching English vocabulary using mnemonics technique to the 5<sup>th</sup> grade students of SDN Kenokorejo 04.

### C. Benefits

Hopefully the final project report gives input for:

1. The English teachers of SDN Kenokorejo 04

This report can be used as a reference to vary teaching activities in the classroom so the students can remember the material easily.

2. The students

The writer wishes the technique can help the students who have difficulty in the memorizing something. The students can apply the technique to remember some difficult words in other school subjects.

3. The readers

The writer wishes that the report can be used to increase knowledge about mnemonics technique as an alternative device in the remembering something. The report gives additional references to everybody who needs references especially for the English diploma students majoring in the teaching.

## CHAPTER II

### LITERATUR REVIEW

#### A. Teaching and Learning Process

In the teaching and learning process, there is an interaction between the teacher and the students. Both of them have roles in teaching and learning process. Therefore, teaching and learning are unity of studying activities which relate to transfer the knowledge and information to the learners in the education system.

According to *Oxford Advanced Learner's Dictionary*, the word of teaching is defined as “a process of giving instruction of knowledge, skill, subject, etc” (1995:1225). Meanwhile Douglas Brown states teaching is showing or helping someone to do something, giving instruction, guiding in studying something, providing with knowledge causing know or understand (Brown, 1994:7).

Connel, et.al. states in the *Federations of Education* (1967:185) that learning is an active process in the sense that it is accomplished by the learners and not automatically by some kind of transmission from the teacher.

According to *Oxford Advanced Learner's Dictionary*, (1995:671) the word of learning is defined “as a process of gaining knowledge or skill in a subject by studying”. According to Brown, learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction (Brown, 2000:7).

From the whole definition above, it can be concluded that teaching and learning support each other. In teaching, the teacher gives explanation and instruction to do something. Meanwhile, learning is the process of getting

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knowledge or skill through study. The learners can increase their skill and understand the value through the explanation that is given by the teacher.

## **B. Vocabulary**

The word of vocabulary is defined as a list of words with their meaning especially one that accompanies a textbook in a foreign language (*Advanced Learner's Dictionary New Edition*, 1995:1331).

Vocabulary is very important, especially for the young learners, since vocabulary is the basic knowledge of learning knowledge, especially English. The learners are required to master the vocabulary well. Horwitz says "... the most important part of learning a foreign language is learning vocabulary" (Horwitz, 1988:201).

According to *Oxford Advanced Learner's Dictionary*, vocabulary is the total number of words in a language. (Hornby, 1995:959). According to *BBC English Dictionary* (1992:1316), vocabulary is the total of words you know in a particular language.

From the whole explanation above, it can be concluded that the important thing for learners who learn a foreign language is vocabulary. If the learners do not know the meaning of the words, they will face difficulties in making a sentence. Vocabulary is also as important as grammar especially for beginners because it is the basic skill in language study.

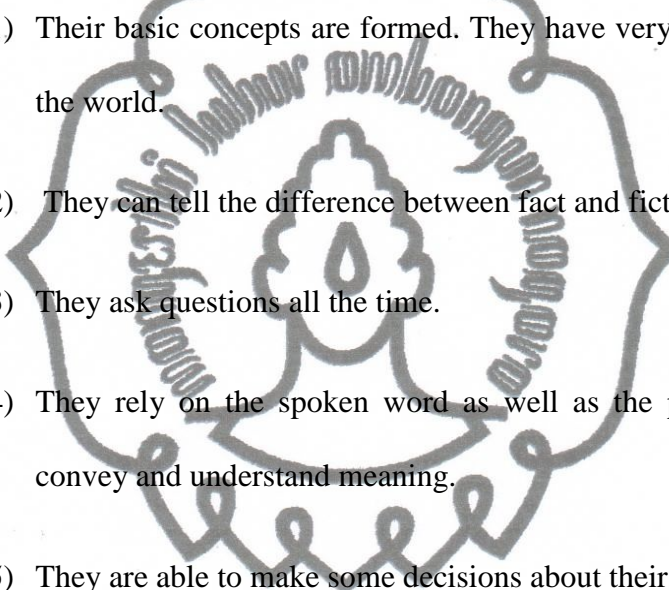
## **C. Young learners**

According to Sarah Philips, young learners mean children from the first year of formal schooling (five or six years old to eleven or twelve years old)



(Philips, 1993:5). More than anything else, children are curious, and this in itself is motivating. At the same time their span of attention or concentration is less than that of an adult (Harmer, 1991:7).

Meanwhile, Scott and Ytreberg in *“Teaching English to Children”* (1990:3) mentioned the general characteristics of eight to ten years old children as follow:

- 
- 1) Their basic concepts are formed. They have very decided views of the world.
  - 2) They can tell the difference between fact and fiction.
  - 3) They ask questions all the time.
  - 4) They rely on the spoken word as well as the physical world to convey and understand meaning.
  - 5) They are able to make some decisions about their own learning.
  - 6) They have definite views about what they like and don't like doing.
  - 7) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
  - 8) They are able to work with others and learn from others.

From the statement above, the children have specific characteristics that have an influence on their learning ways so that the teacher should give the attractive activities in order to make them understand the lesson.

#### D. Teaching Vocabulary to Young Learners

Teaching to young learners is not easy because every child has a different background, talent, interest. It is important for the teacher to remember that every individual learns differently and thus has a unique learning style.

In teaching to young learners, the teacher should be common with a lot of characteristics of each student in order to get the goal of teaching and learning process. The teacher should understand about them. Petersen said that "... to be able to teach children, teachers must understand them (Petersen, 1961:44).

According to Yale and Feunteun in his book *"Teaching Children English"* (1995:33-34), the long-term aim of teaching English is that the pupil can speak English confidently, correctly and fluently. However, it is neither reasonable nor desirable to have this expectation at the beginning of a language program. Young learners may have ten or more years of language study ahead them. In the early stages of a language course for children, it is important to establish priorities for the child as a learner. These include:

- 1) Building confidence,
- 2) Providing the motivation to learn English,
- 3) Encouraging ownership of language,
- 4) Encouraging children to communicate with whatever language they have at their disposal (mime, gesture, key word, drawing, etc.)
- 5) Encouraging children to treat English as a communication tool, not as an end product, *commit to user*

- 6) Showing children that English is fun,
- 7) Establishing trusting relationship with the children, encouraging them to do the same with their classmates,
- 8) Giving children an experience of a wide range of English language in the non-threatening environment.

### E. Mnemonics Technique

The word mnemonic derives from the Greek goddess of memory *Mnemosyne*, and means "memory enhancing". Mnemonic ("nee-moh-nick") techniques, also referred to as mnemonic strategies, mnemonic devices, or simply mnemonics, are systematic procedures designed to improve one's memory.

According to Atkinson, Richard c. in his book "Mnemonics in Second-Language Learning" (1975:821–828), "... a mnemonic aid for vocabulary learning that we have dubbed the keyword method". Many are based on the general memory strategies that were presented earlier. Although it can be easiest to remember those things that you understand well, sometimes you must rely on rote memory. The following techniques can be used to facilitate such memorization.

**1. ACRONYMS.** It is formed by using each first letter from a group of words to form a new word. This is particularly useful when remembering words in a specified order. Acronyms are very common in ordinary language and in many fields. Some examples of common acronyms include NBA (National

Basketball Associations), LASER (Light Amplification by Stimulated Emission of Radiation).

**2. SENTENCES/ACROSTICS.** Like acronyms, you use the first letter of each word you are trying to remember. Instead of making a new word, though, you use the letters to make a sentence. Here are some examples:

1) My Dear Aunt Sally (mathematical order of operations: Multiply and Divide before you Add and Subtract)

2) Kings Phil Came Over for the Genes Special (Kingdom, Phylum, Class, Order, Genus, Species)

Acrostics can be very simple to remember and are particularly helpful when someone needs to remember a list in a specific order. One advantage over acronyms is that they are less limiting.

**3. RHYMES & SONGS.** Rhythm, repetition, melody, and rhyme can all aid memory. For example, even the simple addition of familiar rhythm and melody can help. Using these techniques can be fun, particularly for people who like to create.

**4. METHOD OF LOCI.** This technique was used by ancient orators to remember speeches, and it combines the use of organization, visual memory, and association.

**5. CHUNKING.** This is a technique generally used when remembering numbers. It is based on the idea that short-term memory is limited in the number of things that can be contained. *commit to user*

**6. PRACTICE MAKES PERFECT** (or closer to it anyway): repeating is still a great memory aid. People can often remember a large number of objects this way. (www.web-us.com)

According to Eka Safitri in her final project *Metode pembelajaran menggunakan Mnemonik untuk meningkatkan daya ingat dan prestasi belajar IPS siswa SD Muhammadiyah program khusus Surakarta TA 2007/2008*, there are 12 methods that can be used to remember something.

- 1) *Sinestasia* is a method which uses the five senses of human; sight, hearing, touch, smell, and taste.
- 2) Movement
- 3) Association
- 4) Sexuality
- 5) Humor
- 6) Imagination
- 7) Number
- 8) Symbolism
- 9) Color
- 10) Order/square
- 11) Positive image
- 12) Exaggeration

From the statement above, mnemonic technique has various methods that can be used to improve students' memory for educational content such as: the meanings of unfamiliar vocabulary words, important number and so on. It can be used by the teacher as a device to vary activities in the classroom and to support teaching English vocabulary for young learners



## CHAPTER III

### DISCUSSION

#### A. School description

##### 1. Description of SDN Kenokorejo 04

SDN Kenokorejo 04 is one of the elementary schools in Sukoharjo. It is located at kenokorejo Rt.01/VII Polokarto, Sukoharjo. This school was built in 1982 based on *impres no. 82* from the governor of central java. SDN Kenokorejo 04 is led by a headmaster. The first headmaster is Mr. Mardjo. At this time, it is led by Mrs. Kusdaryanti.

The total area of SDN Kenokorejo 04 is about 672 square meters and the building is 658 square meters wide. The building consists of six classroom and two rooms for teachers. In the east side, there are a headmaster room, a teacher room, a first grade room, a second grade room and a third grade room. Meanwhile, in the north side, there are a fourth grade room, a fifth grade room, and a sixth grade room. The school also has a small library, a canteen and a washroom.

In this academic year 2010/2011, SDN Kenokorejo 04 has 148 students which consist of 58 boys and 90 girls. SDN Kenokorejo 04 is led by a headmaster that has responsibility to handle the education system. There are six class teachers and four specific teachers such as: an English teacher, a religion teacher, a sport teacher and a Javanese teacher. Every teacher must be responsible for guiding the students, giving the materials, supervising the students' development and handling the problems.

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The school curriculum consists of 7 subjects of **Depdiknas** curriculum and 3 of local contents that are arranged as follows:

1. Islam Religion

2. Citizenship

3. Indonesian

4. Mathematics

5. Sciences

6. Socials

7. Arts and skills

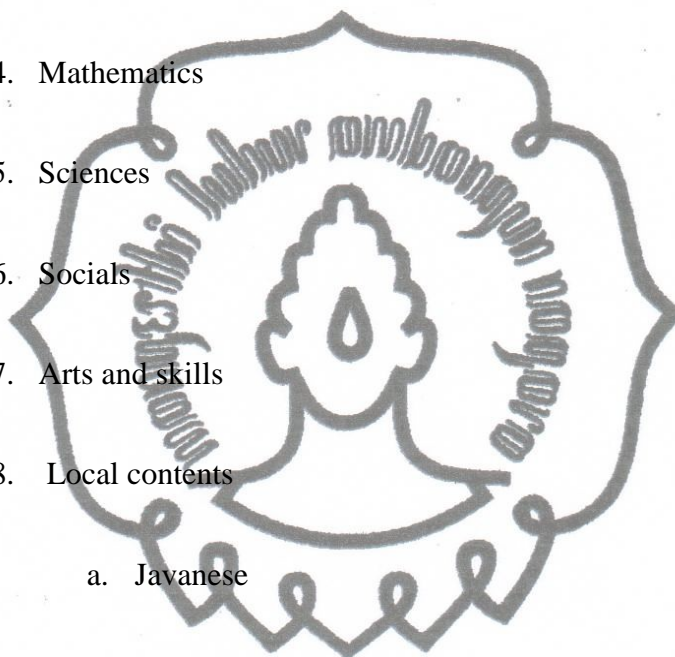
8. Local contents

a. Javanese

b. English

c. farming

9. Self-development



## 2. Vision and mission of SDN Kenokorejo 04

The vision of SDN Kenokorejo 04 is “*Membentuk insan bertaqwa, santun dan berprestasi*”.

It means that the school educates the students in order to become religious, polite and knowledgeable people. *commit to user*



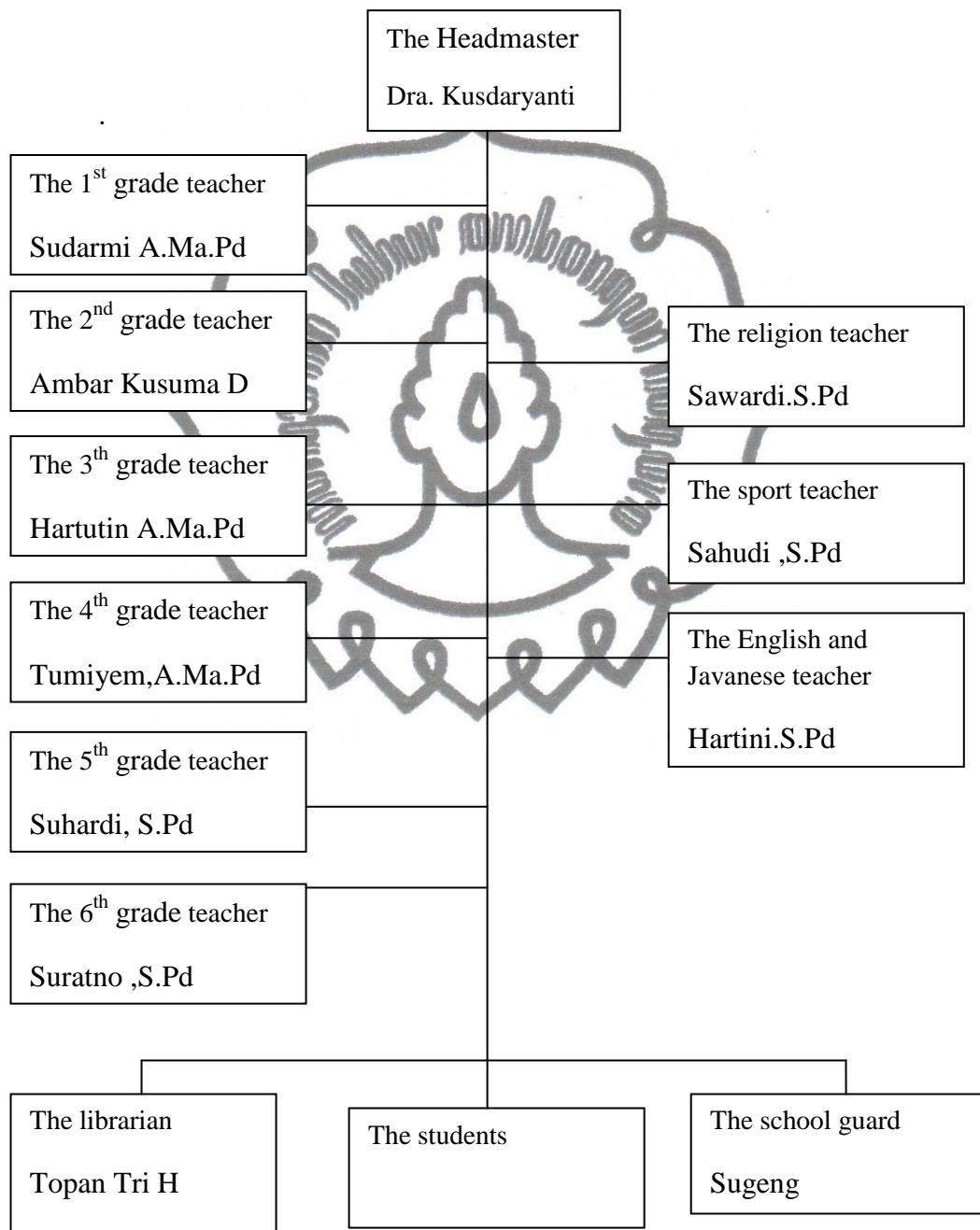
The missions of SDN Kenokorejo 04 are:

1. *Menumbuhkembangkan kesadaran seluruh warga sekolah agar lebih menghayati dan mengamalkan ajaran agama yang diyakini sehingga terbangun insan yang beriman, bertaqwa dan berakhlak mulia.*
2. *Meningkatkan prestasi siswa baik bidang akademik maupun nonakademik maupun dengan cara:*
  - a. *Meningkatkan pembelajaran di setiap mapel*
  - b. *Mengadakan tambahan jam pelajaran bagi siswa kelas VI*
  - c. *Menambah kwantitas latihan ujian bagi siswa kelas VI*
  - d. *Menambah frekuensi latihan bidang seni budaya, pramuka dan olahraga*
3. *Membudayakan sikap hormat kepada yang lebih tua dan sayang kepada yang lebih muda.*
4. *Memberi keleluasaan kepada siswa dan guru untuk memilih program pengembangan diri sesuai dengan bakat dan minat masing-masing.*

It means that the school educates school citizen to implement their religion, to increase the students' skill in academic and nonacademic. The school also gives an opportunity to the students and the teachers to choose self-development program based on their interest and talent.

### 3. The Organization Structure of SDN Kenokorejo 04

SDN Kenokorejo 04 has an organization structure that is used to manage and control all activities that happen in the school. This is the organization structure chart of SDN Kenokorejo 04.



**Chart explanation:**

## 1. The headmaster

The headmaster has several jobs such as: the leader, educator and motivator. She is responsible to coordinate all teachers and the staffs in order to reach the school goals.

## 2. The class teachers

The class teachers have a responsibility to manage their own class and the students, to advise the students and to monitor the students' progress. Besides that, they also prepare the materials well so that the students master the material.

## 3. The subjects teachers

The subject teachers have a responsibility to teach specific subjects. They give knowledge about the local contents such as English, art and Javanese.

## 4. The Librarian and The Caretaker

They help to create comfortable situation around the school environment so that the students could study well. The librarian helps the students who need reading books to increase their knowledge.

## 5. The Students

The students are an important part in an education system. They have to be involved in the teaching and learning process.

## **B. The Activities during the Job Training in SDN Kenokorejo 04**

### **1. Class Observation**

Class Observation at SDN Kenokorejo 04 was done by the writer at the time of job training on February 14<sup>th</sup>, 2011 to March 31<sup>st</sup>, 2011. English lessons were taught in the 4<sup>th</sup> grade to the 6<sup>th</sup> grade. The writer chose the 5<sup>th</sup> grade class as the focus of observation because the 5<sup>th</sup> grade students have already learned English in the 4<sup>th</sup> grade.

The condition of the 5<sup>th</sup> grade classroom was good enough and conducive to teaching and learning activities. It was also provided by some support facilities such as: maps, some pictures of Indonesia patriots, a blackboard and course books. Each student had an English handbook which was provided by the teacher. The English teacher also had some additional handbooks that were used to complete the material on the recent books.

In the 5<sup>th</sup> grade class, English lesson is conducted once a week on Friday. The English lesson starts at 08.10 to 08.45 a.m. There were 28 students that consist of 12 boys and 16 girls.

The students talked to their friends or busied with their own activities. Sometimes, the boys bothered the girls. Besides, there were some students who were active and some other else who were passive. They had a short time to pay attention to the lesson.

## 2. Making Lesson Plan

The teacher must have a lesson plan about the materials that will be taught to the students so that the students can master the material. Before presenting the material, the teacher has to make a strategy that can be applied in the classroom such as: controlling the students and managing the time.

Therefore, the writer made a lesson plan based on the material in the handbook that was used by the English teacher in the school. The book entitled **“Enjoy Your English Book for Elementary Students”** that was arranged by English teachers forum in Sukoharjo. In a lesson plan, one topic can be presented more than one time. It depended on how long the students understood the material. The writer also prepared the Mnemonics techniques that would be used to remember some difficult vocabulary. Sometimes, the writer gave general knowledge to vary the teaching and learning process in the classroom.

## Lesson Plan

Subject	: English
Theme	: Foods and Drinks
Class	: 5 grade students
Genre	: Vocabulary
Language Skills	: Speaking, Writing
Time	: 2 x 35 minutes

Objectives : After taking the lesson, the students are able to recognize kinds of foods and drinks and to write the names of foods and drinks.

### 1. Greeting

The teacher says a greeting:

- Good morning students?
- How are you today!

### 2. Introducing the new material

The teacher asks some questions related the topic

- What foods or drinks do you like?
- Why?

### 3. Presentation and explanation

- a. The teacher explains the material and the vocabulary using Mnemonics technique. The teacher discusses the material with the students.
- b. The teacher pronounces the vocabulary and asks the students to repeat two or three times.

### 4. Assessment

The teacher gives some tasks in the books. The test is oral or written form.

### C. The Process of Teaching English vocabulary using Mnemonics Technique to the 5<sup>th</sup> grade students of SDN Kenokorejo 04

In the 5<sup>th</sup> grade class, the writer got an opportunity to teach English lesson on Thursday. It began at 07.35 a.m. until 08.45 a.m. During teaching and learning process, the writer presented the process of teaching English vocabulary using Mnemonics technique into four steps. They were greeting, introducing the new material, explanation and assessment.

#### 1. Greeting

Before the lesson started, the writer greeted the students as follows:

The writer : Good morning, students?

Students : Good morning, Miss.

The writer : How are you today?

Students : I'm fine, and you?

The writer : I'm fine too

#### 2. Introducing the new material

The next stage, the writer introduced the material by asking some students about their favorite foods and drinks. Some students answered the writer's questions in Indonesia language. Some other else answered the questions in English. The writer informed that we would learn foods and drinks. The writer asked the students to open their books at page 7 and asked to mention the various foods on the book.

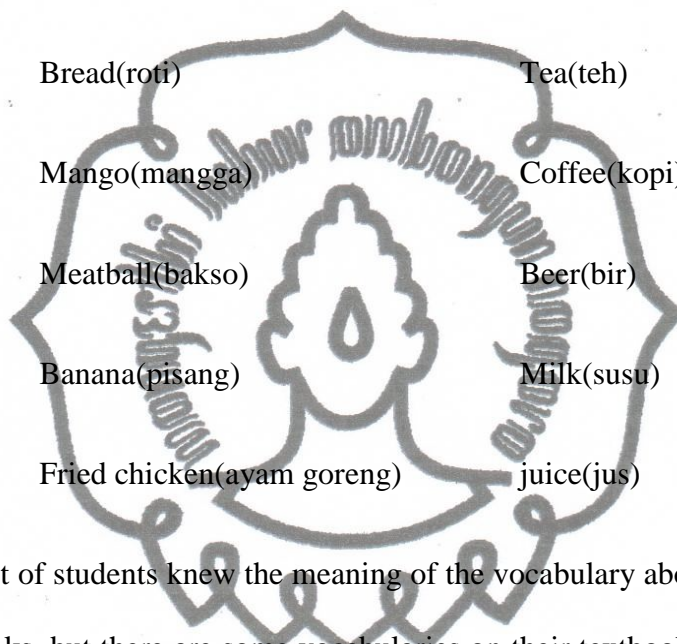
### 3. Explanation

After that, the writer explained the topic. The writer wrote a list of their favorite foods and drinks on the blackboard.

#### A list of vocabulary

Foods: Noodle(mie)

Drinks: Ice cream(es krim)



Most of students knew the meaning of the vocabulary above by the picture on their books, but there are some vocabularies on their textbooks which they did know the meaning. The writer used Mnemonics technique in this problem. The writer also used Indonesian in The writer’s explanation. Some difficult words that they did know would be presented below:

<b>The difficult vocabulary</b>	<b>The use of Mnemonics technique</b>
Meatball	The writer told that this food was like a ball and it was made of meat. The writer asked the students to guest the meaning of the food.  <i>commit to user</i>



Cassava	Can you see! The writer said. The writer pointed the cassava tree around the school field to memorize the word and the students look at the tree. That was the cassava trees.
Potato	They could not guess the meaning by the picture on their books so the writer gave the clue "potato chip" such as " <b>Leo</b> "(a brand of snack) and asked what kind of the snack?
corn	The writer also gave the clue "pop corn" and let the students guess the meaning of corn.

The students wrote the vocabulary and the technique on their books. It could be a reminder of the difficult words. After that, the writer taught pronunciation to the students. The writer pronounced each word and asked them to repeat after the writer. This activity could be repeated two or three times to make sure that the students could pronounce the words well and correctly.

The writer also taught the simple grammar on the books. The grammar was a dislike and like expression. Actually, the grammar was taught by their teacher. The writer explained the material again.

### **Expression of like and dislike (ungkapan suka dan tidak suka)**

This expression uses "like", "dislike", "enjoy", "hate"

Examples: Donni *likes* banana.

Nadya *dislikes* chicken soup.

They *dislikes* cassava.

Sometimes, some students were bored with the writer’s explanation. They talked to each other, bothered their friends and drew pictures on their books. The writer warned and asked them to focus on the material, but some students didn’t pay attention to the lesson. The writer decided to stop the explanation for awhile and gave the stories which attracted to the students such as a story about the solar system and Indonesia freedom history.

**4. Assessment**

The writer assessed the students’ knowledge by asking the students to do the exercises on their books and some tasks that the writer arranged by myself. The students did the tasks individually. After that, the students and the writer corrected the tasks together.

Task 1. Write down the names



After the students have finished the tasks, the writer and the students corrected the tasks. Based on the corrected tasks, some students wrote the wrong spelling such as *ice crim*, *cofee*, *orange*. The writer wrote the right spelling on the blackboard and asked the students to write it down on their books.

Before the writer ended the lesson, the writer asked whether they had questions related to the lesson. The writer also asked the students to review the material that have just been learned. By reviewing the lesson, the students could remember the main point of the lesson. And then, the writer ended the meeting by saying “good bye” and the students replied “good bye”.

#### **D. The Problems of Teaching English vocabulary using Mnemonics to the 5<sup>th</sup> grade students of SDN Kenokorejo 04**

This section presents the problems. The writer found some problems in teaching English vocabulary using Mnemonics technique during teaching and learning process in the classroom. Both the students and the writer had the problems as follows:

##### **1) The problems faced by the writer**

- a. Arranging the Mnemonics technique took a long time.

It took a long time to arrange the Mnemonics Technique because the writer had to prepare the Mnemonics technique that would be used to memorize the difficult vocabulary. The writer created the appropriate techniques for every single word that was difficult to be memorized by the students.

- b. limited time

The 5<sup>th</sup> grade students got the English lesson once a week. Every a meeting took 70 minutes so that the writer have to manage the time well.

## 2) The problems faced by the students

### a. less focus

As the young learners, the 5<sup>th</sup> grade students had short time to pay attention to the material. Sometimes, the students ignored the explanation. They talked to each other or bothered their friends and drew some pictures on their books.

### b. Misspelling

Some students often made mistakes in writing English vocabulary. They forgot a letter of the word or added the double letters. For example: **Ice crim**, **cofee** and **orange**.

### c. Memorizing the vocabulary

The students had difficulty in remembering the vocabulary. It could be seen when the writer asked the students to translate the vocabulary that have been learned before. Very few students could answer it.

## **E. The Solutions of Teaching English vocabulary using Mnemonics to the 5<sup>th</sup> grade students of SDN Kenokorejo 04**

### **1) The solutions of the writer's problems**

- a. Arranging the Mnemonics technique took a long time.

To solve the problem, the writer prepared the material and the mnemonics technique two or three days before the material was presented in the classroom.

- b. limited time

The writer explained the material simply by explaining the objectives of the lesson. The writer also asked the students to reread the material at home.

### **2) The solutions of the students' problems**

- a. less focus

The writer gave the general knowledge such as history, geography, science and so on. It became an activity to attract their attention. Besides that, it increased their knowledge.

- b. Misspelling

The writer wrote the correct spelling on the blackboard and asked the students to correct their answers.

- c. Memorizing the vocabulary

To solve the problem, the writer asked the students to repeat the vocabulary at the end of the lesson and the following day. The writer also asked them to note the vocabulary in their own books.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The writer can finally draw some conclusions and suggestions. The conclusions are presented as follows:

#### 1. The process of Teaching English vocabulary using Mnemonics

##### Technique to the 5<sup>th</sup> grade students of SDN Kenokorejo 04

The process of Teaching English vocabulary using Mnemonics Technique to the 5<sup>th</sup> grade students in SDN Kenokorejo 04 has four steps. They are greeting, introducing new material, explanation and assessment. In the first step, the writer greets the students before the lesson is started. The writer continues to introduce the material that will be learned by asking some questions to the students. After that, the writer explains the material including the vocabulary and some simple grammars. The writer also uses the Mnemonics Technique to memorize the difficult vocabulary. The writer gives general knowledge such as geography and science to vary activities in the classroom. The writer also gives some exercises to asses the students' knowledge. At the end, the writer asks the students to review the main point of the material that have just been learned. The writer closes the meeting by saying good bye.

## 2. The problems and solutions in Teaching English vocabulary using Mnemonics Technique to the 5<sup>th</sup> grade students of SDN Kenokorejo 04

### 1) The writer's problems and solutions

The writer had two problems. It took a long time to arrange the Mnemonics technique. The other problem that the writer faced during the job training was a limited time.

To solve those problems, the writer prepared the mnemonics technique two or three days before the material was presented in the classroom. The writer also asked the students to reread the material at home.

### 2) The students' problems and solutions

The students had three problems. The students had difficulty in remembering the vocabulary. The students ignored the explanation and talked to each other. The students also made mistakes in writing English vocabulary.

To solve those problems, the writer gave the general knowledge such as geography, history and so on. The writer wrote the correct spelling on the blackboard and asked the students to correct their answers. To solve the memorizing problem, the writer asked the students to repeat the vocabulary at the end of the lesson and the following day. To solve the misspelling problem, the writer asked them to note the vocabulary in their own books.

## B. Suggestion

Based on the conclusions that have been given previously, the writer wants to give some suggestions as follows:

### 1. The English teachers of SDN Kenokorejo 04

The teachers should provide various activities in teaching and learning process in the classroom so that the students can enjoy the lesson.

The writer suggests the teachers to use the Mnemonics Technique in teaching English vocabulary to vary activities in the classroom.

### 2. The students

The students can apply the Mnemonics Technique in English subject and the other subjects. The students can also increase their memory ability to remember the difficult things.

### 3. The readers

The writer hopes the final project can be a reference to the English Diploma students who will do the final project. The final project can be used to give the knowledge about the Mnemonics Technique in Teaching English Vocabulary.



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