THE PROCESS OF TEACHING VOCABULARY TO
THE 5TH GRADE STUDENTS OF SD NEGERI
TAWANGSARI 2 BOYOLALI

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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Final Project Report

THE PROCESS OF TEACHING VOCABULARY TO THE 5TH GRADE
STUDENTS OF SD NEGERI TAWANGSARI 2 BOYOLALI

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MOTTO

"Keep 3 words in the pocket: TRY — TRUE — TRUST.

TRY for better future, TRUE with your work, and TRUST in God"

- The Writer -
DEDICATION

The final project is dedicated to:

My beloved parents
My big family
All of my friends
My students

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PREFACE

First of all, the writer would like to thank to God that has given everything. In addition, the writer would like to thank to all people for giving support, guidance, and spirit in finishing this final project entitled "The Process of Teaching Vocabulary to the 5th Grade Students of SD Negeri Tawangsari 2 Boyolali".

In this final project report, the writer is interested in discussing teaching strategy to improve skill in English language to the 5th grade students in SD Negeri Tawangsari 2 Boyolali. This final project also discusses the suggested solution of those problems.

Finally, the writer realized that this final project report is far from being perfect. The writer hopes this final project report will be beneficial for the readers.
ACKNOWLEDGEMENT

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Surakarta, January 2012

Bhayangkarista Rastra Chantika

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ABSTRACT

BHAYANGKARISTA RASTRA CHANTIKA, THE PROCESS OF TEACHING VOCABULARY TO THE 5 TH GRADE STUDENTS OF SD NEGERI TAWANGSARI 2 BOYOLALI, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report is written based on the writer's job training activities as an English teacher in SD Negeri Tawangsari 2 Boyolali. The purposes are to describe the process of teaching vocabulary to the 5th grade students of SD Negeri Tawangsari 2 Boyolali, including the problems during English teaching and learning process, and the solution for those problems.

During the job training, the writer did some activities, such as; warming up, reviewing, explaining the material, and exercise to improve the students' skill.

There were some problems during teaching vocabulary activities for the 5th grade students in SD Negeri Tawangsari 2 Boyolali. The problem faced by the students themselves or Linguistic Problem is difficulties in pronounce the words and 3 problems that come from school itself or Non-Linguistic problems, such as, class management, limited time or lack of time, and students' motivation.

The writer also presented the solutions to solve the problems, such as, the writer repeated the new words many times to help them remind the pronunciation. The teacher also conducted games, gave more tasks or exercises to make the time efficiently, and created an interesting atmosphere in the class.
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CHAPTER I

INTRODUCTION

A. Background

Nowadays, English language becomes a global language, it has been taught to young learners. Young learners should be able to master all the skills in English language, such as Reading, Writing, Listening, and Speaking. To be able to master all that skills, young learners also have to pay attention to grammar, vocabulary (choice of suitable words or phrase), and structure: In Indonesia, English lesson is started to be given from 3rd grade. Grammar must not be taught because in Elementary school, English lesson must be given as a fun as a game to attract them. Elementary students are not demanded to use English language in real conversation yet. They are just given an introduction about simple words based on their daily life, such as name of food, colors, vehicles, name of games, and simple greetings. To attract their interest in English lesson, teaching English for Elementary school must be as a fun as a game. The teacher must have several strategies and ways how to attract their attention in Learning English language. Especially for 5th grade students, the teacher can teach vocabulary by playing games, giving task, singing a song, or repeating. There are many ways to teach English.

In this final project, the writer describes about the process of teaching vocabulary to the 5th grade students of SD ICI Tawangsari 2 Boyolali.
B. Objectives

1. To describe the process of teaching vocabulary to the 5th grade of SDN Tawangsari 2 Boyolali.

2. To describe the difficulties of the process of teaching vocabulary to the 5th grade of SDN Tawangsari 2 Boyolali.

3. To describe the solution of those difficulties in teaching vocabulary to the 5th grade of SDN Tawangsari 2 Boyolali.

C. Benefits

This project gives some benefits for the following:

1. The Teacher:
   giving input about how to teach vocabulary well to the 5th grade of SDN Tawangsari 2 Boyolali in many ways.

2. The Readers:
   giving some additional knowledge about teaching vocabulary in elementary school, especially for grade 5th students.

3. To the school:
   giving meaningful input for SD N 2 Tawangsari Boyolali in increasing quality and capability of the students.
CHAPTER II
THEORITICAL REVIEWS

A. Definition of Teaching

Teaching is an activity of giving knowledge to the students and helping the students to get the input of what they have to learn.

According to Brown, teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand. (Brown, 2000:7).

Many teaching strategies are used in classrooms today. Activities such as team teaching, cooperative learning, integrated learning, work-based learning, service learning, problem-based learning, and others support teaching are already occurring in many classrooms and schools. Many educators routinely use these activities to encourage inquiry, creative problem solving, and use of higher order thinking skills. Good teaching happens when competent teachers with non-discouraging personalities use non-defensive approaches to language teaching and learning, and cherish their students. But teaching English lesson for Elementary students is not as hard as it is, the effective and better period of teaching a foreign language is in the early age. Brumfit (June 26th 2011) "Moon and Tongue" states "there are some reasons for teaching a foreign language of English to primary level." The teacher just needs to make their students feel comfort to English subject itself.
Teaching English for elementary students, especially vocabulary has many ways, such as playing games, giving task, singing a song, or repeating. Those all strategies are used to make students interested in.

There are some issues that teacher should apply to realize a good teaching:

a. Creating a relaxed and enjoyable atmosphere in the classroom.

b. Retaining control in the classroom.

c. Presenting work in an interesting and motivating way.

d. Providing conditions so that pupils understand the work.

e. Making clear what pupils are to do and achieve.

f. Judging what can be expected of a pupil.

g. Helping pupils with difficulties.

h. Encouraging pupils to raise their expectations of themselves.

i. Developing personal mature relationship with pupil.

j. Demonstrating personal talents or knowledge.

(Williams and Burden 1992: 48)
B. Definition of Learning

Learning according to Klein can be defined as an experimental process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation or innate response tendencies. (Klein 1996:2).

According to Brown, learning is acquiring or getting something of knowledge of a subject or skill by study, experience or instruction. (Brown, 2000:7). Then, Brown gives more explanation of learning namely:

a. Learning is acquisition or getting,
b. Learning is retention of information or skill,
c. Retention implies strange system, memory, cognitive, organisation.
d. Learning is relatively permanent but subject to forgetting

e. Learning involves some forms of practice, perhaps reinforce practice and learning is change in behavior. (Brown, 2000:7).

Bruner says, "Learning is most often figuring out how to use what already knows in order to go beyond what currently thinks." (Bruner 1992:11).
C. Definition of Vocabulary

Vocabulary is the most important part in learning Language. All vocabularies are used in language teaching and learning. Vocabulary is commonly known as diction or choice of words. It is the basic foundation of English language, that's why teaching vocabulary early is very important for young learners. For elementary students, teaching vocabulary is the most important subject that must be taught in teaching English language. For elementary students, an appropriate material of teaching vocabulary is about their daily life, what they see or something around their life. Such name of foods, colors, vehicles, name of vegetables, fruits, animals, and the most basic material, greetings and introduction. There are some ways how to remember the words easily:
1. Repetition (item per item & used in reading text: over 7X over spaced interval).
2. Retrieval (use the words in written sentence).
3. Spacing (distributed practice, distribute memory works across a period of time).
4. Pacing (the teacher is allowing time during vocabulary learners to do "memory work", such as organizing or reviewing their vocabulary).
5. Use (putting words to use, preferably in some interesting ways).
6. Cognitive depth (stimulate students to make decision 4 thinking part of speech).
7. Allow personal organization (reading aloud sometimes help them).
8. Easy visualization (using picture or sounds).
9. Motivation (teacher has to motivate students).
10. Attention (the words which trigger emotional attention are usually well remembered/words are more interesting for students).

Vocabulary relates to pronunciation, when students pronounce wrongly then it will have different meaning. They have different aspects of words knowledge;
1. Receptive knowledge (oral / decoding), the ability of student to know the meaning of the word when he/she uses it.
2. Memory, when student keeps the words in his mind, he can recall and use it when he needs it.
3. Conceptual knowledge, the student is able to use the word in the correct meaning.
4. Knowledge of the spoken form (phonological knowledge), the student knows the pronunciation of the word and he can pronounce it well.
5. Grammatical knowledge, student uses the grammatical words correctly and knows the grammatical connection between other words.
6. Collocation knowledge, student knows the connection and the pairs of each word.
7. Orthographic knowledge, student knows how to spell the word.

8. Pragmatic knowledge (knowledge of style & register), register consists of 3 aspects;
   a. Field: the topic discussed the participants (place and time).
   b. Tenor: the relationship between participants.
   c. Mode written / spoken.

9. Connotational knowledge, student knows the positive and negative connotation of the words. Example:
   Fat (-), slim (+), little bit obese (+), thin (-)

10. Metalinguistic knowledge, student knows the function of the word.
    There are 3 stages before teaching vocabulary according to Virginia French (1983: 101):

1. Presenting

   The purpose is to introduce meaning and form of new lexical item for students.

2. Practicing

   The purposes are:

   a. To integrate the new knowledge. (Mental lexicon)
b. To facilitate the students to put the new words into active use (learners may recognize new item, they often delay putting it into active use).

3. Consolidating

The purpose is to check students' comprehension and to revise the new words.

After the teacher knows the stages, the teacher teaches the vocabulary through some techniques, but it must be remembered that vocabulary has 2 parts, form and meaning. Each part has its own techniques to be taught.

Teaching the meaning of vocabulary, can be presented through:
1. translation
2. real things
3. pictures
4. action/gestures

Those 4 techniques will be used in the next chapter.

Based on Doff, other techniques in teaching the meaning are showing the meaning of words visually, showing the meaning of words in context, using synonyms and/or antonyms, and translation. (Doff 1988: 26).
CHAPTER III
DISCUSSION

A. SD N 2 TAWANGSARI

1. Description Of SD N 2 Tawangsari

SD Negeri 2 Boyolali is located in Kongklangan village, Teras, Boyolali. It was built in 1975 by local government. It is located in the middle of the field so that the students are local people.

Being the best school in society is the vision of this Elementary school while the missions are, holding the teaching and learning process effectively, making a good attitude, increasing students’ knowledge and achievement, developing the nationalism, and conserving national culture.

In this academic year, SD Negeri Tawangsari 2 Boyolali has 327 students. Most of them are the native villagers. Teaching and learning process in SD Negeri Tawangsari 2 Boyolali is held six days a week, from Monday to Saturday, from 07.00 am up to 12.45 pm. It is led by a headmistress whose responsibility is to handle the education system. Besides, there are 12 teachers who are responsible for teaching and learning activities.
2. **The Structural Organization of SD N Tawangsari 2**

The headmistress is the leader of the school; she has a responsibility to handle everything related to school. Under the headmistress are secretary and treasurer. The secretary's responsibility is handling the school administrations. The treasurer's duty is managing school finance. There are also six classroom teachers who have the duty related to students' learning condition and to teach general subjects. There are also teachers who teach particular subjects. All of them are responsible to the headmistress. The chart below describes the structural organization of SD Negeri Tawangsari 2 Boyolali.

Hal.11 scan
B. Teaching vocabulary to the 5th grade students

This part discusses English class activity of the 5th grade students of SD Negeri Tawangsari 2 Boyolali. In conducting the English class activities, the writer had some aids, such as, handbook, blackboard, chalk, and cupboard.

1. Warming up

Teaching and learning in SD Negeri Tawangsari 2 begins at 7 a.m until 12.45 p.m. the writer had 70 minutes every week to teach the 5th grade students. Firstly, the writer came in and greeted the students before she started the class.

Teacher, “Good morning”

Students, "Good morning miss"

Teacher, "How are you today?"

Students, "I’m fine miss, and you?"

Teacher, "I’m fine too, thank you"

that step is called greetings, it makes students familiar with the teacher and makes them have an interest in learning English. Because the writer conducted the class in the morning or the first hour, she had a duty to check the presence list of the students.
2. **Reviewing**

After that, she gave questions related to the previous materials to the students. She repeated again some of the English materials that had been given a week before to make the students recollect the materials.

3. **Explaining the materia**

In explaining the material, the writer gave a clear explanation about the topic which would be discussed in oral or written form on the blackboard. If the students couldn't catch the explanation, she repeated again the explanation in Indonesian language.

In giving explanation, the writer always pointed at the material including vocabulary. The 5th grade students were so interested in English lesson, it could be seen from their expressions, they looked so happy to know the new words.

4. **Exercise**

The writer had some ways to give exercise to the students and helped them to remind the materials, such as translation, real things, pictures, and actions/gestures. The writer was helped by handbook named, "*Star Priska Bahasa Inggris Kelas 5 SD*". The book contains all of exercises that help the writer in explaining the material.
a. Translation

In translation way, the writer provided the new words in English, then she translated into Indonesian language so the students knew the meaning, example, the writer said "a blackboard" in English and the students were asked to repeat it, after that, the writer translated it into Indonesian language become "papan tulis", although the book has provided the picture but it is easy to be learned by the students in Indonesian language.

b. Real thing

While in Real thing way, the writer used the things inside the classroom or put a thing and showed to the students and said the name in English and translated into Indonesian language, so that the students easily remind, then the writer taught them a simple sentence using the name that thing; it can be used in the students' daily life. Some of the names are stored in the handbook but some of the new words were introduced by the writer herself.

Example:

The writer pointed a chair and she asked the students how to ask the name of that chair,

Teacher: What is this?

Students: Chair

Teacher: jawab dengan kalimat lengkap ya, this is a chair

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then the students were asked to repeat the simple sentence, answered the names of the things or knew the way to make a simple question.

c. **Picture**

The writer showed the material pictures form because the material is impossible to be provided in real thing or gesture, example: when the writer explained "Transportation", they looked at the pictures are stored in handbook.

d. **Actions / Gestures**

While the writer explained the material about "shape" and "size", she used the actions / gestures way. The writer also taught how to put the words in that material in a simple sentence.
C. The Problem in Teaching Vocabulary

In teaching and learning process, the writer faced problems that can be divided into 2, Linguistic problem and Non-Linguistic problem.

1. Linguistic problem

Linguistic problem is a problem that comes up from the material itself, Pronunciation. The students faced difficulty when they pronounced a particular word, because it was a new word for them, for example, when they heard the word "circle" they weren't able to pronounce it correctly, they pronounced it "cirkel" instead of "serkel".

2. Non-Linguistic problem

Non Linguistic problem comes up from environment or outside the material. Non linguistic problem are, classroom management, limited time or lack of time, and students' motivation.

a. Classroom management

In the classroom there are some students who did not pay attention when the writer was teaching or explaining the material and they tried to distract their friends' concentration, it was disturbing the teaching and learning process.

b. Limited time / lack of time

This problem occurred when the writer gave a task and the time was up, so the task was for homework but in the next day the students did not do it at home because they were lazy or forget.
Or when the writer explained the material and the time was up, and the students were so excited to take rest rather than continued the class.

c. Students' motivation

This problem came from the students themselves. It's about students' spirit or mood and it affected the way they study and build an interest in English language.
D. The Solutions

1. Linguistic problem

In making the students’ pronunciation well or correctly, the writer practiced them how to say the words many times, they had to repeat after the writer then the writer checked one by one. The writer avoided using complex sentences or hard dictions; she also taught the students how to put the words in a correct order within simple sentence.

2. Non-Linguistic problem

There are 3 problems in Non-Linguistic problem:

a. Classroom management

In solving this problem, the writer created a good classroom management, she forced to be discipline and active but it was still in funny atmosphere. To handle naughty students, the writer gave a game so that they focused on one activity.

b. Limited time

To make the time as efficient as she could, she managed the time well, she introduced the new material in shorter time then gave tasks and discussed together.
c. Students’ motivation

The writer was demanded to make students feel comfortable and enjoyed the atmosphere so that the students had a high or good motivation in learning English language. If there was a student who looked like getting bored, the writer asked why, so she knew the next step to re-build the students’ motivation.
CHAPTER IV

CONCLUSION

Based on the discussion in Chapter III, there are some conclusions that can be drawn from this final project report. The conclusions are:

1. In teaching vocabulary to the 5th grade students, the writer used 4 ways, they were:

   a. translation: the writer mentioned names of things in English language then she translated them in Indonesian language. she used more Indonesian language than English language.

   b. real thing: the writer brought or pointed a real thing in English language, then the students were taught to put the words in sentence.

   c. picture: the writer taught the names of things in English language and showed the pictures from the handbook. It was combination between translation and picture.

   d. action or gestures: in teaching "size" material, the writer used action or gestures to teach adjective.

Those 4 ways helped the writer in explaining vocabularies and made the students easily remind the new words. It could attract their interest in learning the vocabularies because the vocabularies are easily found in their daily life.
2. The problems that the writer had found in teaching vocabulary to the 5th grade students were divided into 2 parts; they were Linguistic and Non-Linguistic problems. Linguistic problem was about Pronunciation, while Non-Linguistic problems were Classroom management, Limited time or Lack of time, and Students' motivation.

3. In solving the problems, the writer had many ways in accordance with the problems she faced.

In Linguistic problem, the writer repeated the particular words many times to make the students able to pronounce the word correctly and to make students able to remind the pronunciation easily.

While to solve the Non-Linguistic problems, the writer managed the class well. When the writer gave a game, she called the names of the students one by one according to the presence list. To solve the lack of the time, the writer gave tasks more than explained the materials. The writer also demanded to create a good atmosphere to build the students' motivation in learning vocabularies.
**SUGGESTION**

Based on the conclusion, the writer has the suggestion following;

1. To the SD Negeri Tawangsari 2 Boyolali

   The institution has to pay attention to time, add more time in teaching and learning English language will be better; conduct an afternoon lesson as an option to make the students get more and more knowledge in English language.

2. To the English teacher of SD Negeri Tawangsari 2 Boyolali

   To the English teacher of SD Negeri Tawangsari 2 Boyolali, she can use various ways in teaching English language, so that the students won't get bored, and she should use some techniques to make teaching and learning process not monotonous. By using some techniques, the students will be interested in learning English and understanding the material easily. Teacher should create various interesting activities in teaching English to make students interested to the materials.

3. To the Diploma Program

   It will be better for the diploma program to have a relation with the other institution, so that they can help the students to prepare the job training better. For the lecturers, they have to pay attention to the materials given.

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