TEACHING VOCABULARY USING MATCHING TECHNIQUE TO THE SECOND GRADE STUDENT OF SD N 2 KEMASAN SAWIT 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

By:
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ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
APPROVAL OF CONSULTANT

Approved to be examined before the Board Examiners,

English Diploma Program, Faculty of Letters and Fine Arts

Sebelas Maret University

Final Project report :

TEACHING VOCABULARY USING MATCHING TECHNIQUE TO THE
SECOND GRADE STUDENTS OF SD N 2 KEMASAN SAWIT BOYOLALI

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Second Grade Students of SDN 2 Kemasan Sawit Boyolali

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MOTTO

➢ IF THERE IS A WILL, THERE IS A WAY
➢ YOU’LL NEVER WALK ALONE
➢ HOPE FOR THE BEST, READY FOR THE WORST
Dedication

I dedicated this final project report especially for:

Allah SWT
My beloved parents
My beloved brother
My beloved family
All of my friends in the English Diploma Program
PREFACE

The final project report entitled “Teaching Vocabulary Using Matching Technique To Second Grade Students of SD N 2 Kemasan Sawit Boyolali” is submitted as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

In general, this final project explains the activities during the job training, the problems and the solutions of the problems in English teaching activities for second grade students of SDN 2 Kemasan Sawit Boyolali.

I realized that this final project is far from being perfect. Therefore, suggestion and criticism are needed for improvement. Finally, I hope that the final project report will be useful for all of the readers, especially for those who are interested in English teaching activities.

Boyolali, June 21st 2012

The writer
This final project cannot be finished well without the helps and supports from many parties. All the praise and thanks are to Allah SWT for blessing during the process of writing this final project. In this opportunity I would like to give my greatest gratitude to:

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7. All teachers of SDN 2 Kemasan Sawit Boyolali. Thank you for the helps during the job training.

**commit to user**
8. My beloved mother and father. Thank you for your love, support and pray. Without your love, support and pray this final project cannot be finished well.

9. My beloved brother, Adit. Thank you for your support and pray

10. My beloved friends, Dewi (simbog), Dian, Clevia, Dina (Dindud), Lia, Fira, Puput, Anita (Nitnut), Ani, Oka, Nisa for the support during writing this final project

11. My beloved boarding house friend’s Pipit, Habibah (mbak bibeh), Dewi, Aya, Dian (mbak dian), Arum (mbak arum). Thank for your support when I feel tired and bored.

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14. And thanks to Super Junior, Bigbang, 2NE1, SNSD, Beast, Adele, and all of the artist in my music playlist to accompany me when I feel bored and tired and for the inspiration.

Boyolali, June 21st 2012

The writer

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ABSTRACT


This final project report is written based on the job training that the writer did on January, 2nd until February, 18th 2012 in SDN 2 Kemasan Sawit Boyolali. The objectives of this report are to describe the teaching process of teaching vocabulary using matching technique, to find out the problems occurring in teaching process and the solutions to the problems of the second grade students in SDN 2 Kemasan Sawit Boyolali.

In the job training, the writer did class observation, made lesson plans, and interviewed the English teacher to know the teaching and learning process in the class.

In the teaching process of vocabulary using matching technique, the writer used four steps. They are building knowledge of the field (BKOF), modeling of the text, joint construction of the text, and independent construction of the text. In BKOF, the writer prepared the material by showing some pictures related to the topic. In modeling of the text, the writer used some pictures to introduce the vocabularies about the topic to attract the student’s attention. In the joint construction of the text, the writer gave worksheet and games related to the topic. And for independent construction, the writer asked the students to describe the picture by using their own words related to the topic.

The writer also explains the problems faced by the writer during the activities of teaching English to the second grade students of SDN 2 Kemasan Sawit Boyolali. The problems were the condition of students that they could not stop moving around the class, limited vocabulary and pronouncing the English words. To solve the problem in condition of students, the writer used attention gather and sing national anthem. To solve the problem in limited vocabulary, the writer asked students to read more English and find out the difficulty of English words. To solve the problem of pronouncing the English words, the writer always asked students to repeat the English words.
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APPENDICS
TEACHING VOCABULARY USING MATCHING TECHNIQUE TO THE SECOND GRADE STUDENT OF SD N 2 KEMASAN SAWIT BOYOLALI

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ABSTRACT

2012. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret university.

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CHAPTER 1

A. Background

As an international language, English is very important for everyone. English is used as the main language for communication with other people from other countries. Therefore, mastering English as an international language is really important.

Indonesian government has decided to introduce English to children earlier at elementary school, beginning from the first grade to sixth grade. They learn many things about English words although they often have difficulty on spelling.

In an elementary school, pupils learn basic English as a basic foundation to learn English, such as numbers, vegetables, animals, colours, transportations, things around them and others. The materials are made easily and simply in order to make the students interested in studying English.

Learning vocabulary is very important for studying English. And if students have a lot of words of vocabularies, they can study and learn English skills easily. For elementary school, students study and learn vocabulary by using pictures, songs or games. Usually teaching vocabulary using pictures, songs and games are interesting for students of elementary school because they can practice in their daily life.
And based on explanation above, the writer was interested in taking job training of teaching vocabulary using games especially using matching technique to second grade of SDN 2 Kemasan Sawit Boyolali. Therefore, the writer chooses “TEACHING VOCABULARY USING MATCHING TECHNIQUE TO SECOND GRADE STUDENTS OF SD N 2 KEMASAN SAWIT BOYOLALI” as the title of the final project.

B. Objectives:

The objectives of this project are:

1. To describe the learning process of teaching vocabulary using matching technique to second grade students of SD N 2 Kemasan Sawit Boyolali.

2. To find out problems and solutions in learning process of teaching vocabulary using matching technique to second grade students of SD N 2 Kemasan Sawit Boyolali.
C. Benefits

The writer hopes that the final project can give some benefits for several parties. They are:

1. SDN 2 KEMASAN

   The writer hopes that the final project can give input to English teacher in improving quality of teaching learning process to students.

2. The Readers

   The writer hopes that the final project will be useful for the reader to improve their knowledge and it can be a reference for readers.
CHAPTER II

Literature Review

A. Definition of Teaching and Learning

Teaching is the learning process activity in order to make the student’s understanding about the subject that they learn. According to the Oxford Dictionary (1995:425), the definition of teaching is “to give some instruction to somebody or give somebody knowledge”.

Brown (2000:7) define, 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. Based on the definition above it can be concluded that teaching is the activity of giving knowledge to students and help students in the process of learning.

The role of teacher in teaching a foreign language is very important. There are some definitions of the teacher role stated by Suyanto (2007:34). It is defined as follows:

1. The teacher is a guide, teacher should have good relationship with the students and create enjoyable learning process.

2. The teacher is a helper that helps and gives the solution to the students’s problem.

3. The teacher is a model, who gives example in using foreign language. For that reason the teacher should have adequate English
skill and give the example of using English language correctly in the grammar, intonation, pronunciation and word diction.

Besides, English teachers must try to make the class as interesting as possible to make students enjoy the subjects. Then, teacher should give a right example of using foreign language to the students. As stated by Brewster (1991:102), “the teacher plays an important role in helping children how to learn”.

Meanwhile, learning is an activity done by students during the process of study. Brown (2000:7), “learning is acquiring or getting of knowledge of subject or a skill by study, experience, or instruction”. But learning can not only be done by studying but also by experiencing too.

A more specialized definition from Brown (2000:7) might read as follows: “learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice”. And from those statement behavior can influence the learning process of students.

Then more explanation from Brown (2000:7) about the definition of learning are:

1. Learning is acquisition or “getting”
2. Learning is retention of information or skill
3. Retention implies storage systems, memory, cognitive organization
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism
5. Learning is relatively permanent but subject to forgetting
6. Learning involves some form of practice, perhaps reinforced practice
7. Learning is a change in behavior.

So, learning is important for students because by learning students can improve their knowledge and develop what knowledge we have. And to make students success in the learning process, students must be an active learner.

B. Definition of Young Learner

Teaching english to young learners is not easy thing. Young learners are still incapable in receiving every lesson given by teacher. According to Sarah Phillip (1997:5), “Young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years of age”. This means that young learners in Indonesia can be categorized as students of Elementary school.

Wendy A. Scott and Lisbeth H. Yterberg (1990: 1-4) categorized young learners into several groups based on their ages and abilities. They are;

- The five to seven years old (level one or beginner stage)
- The eight to ten years old (level two)

They also defined young learners’ characteristics in each group of age

- The five to seven years old group
  - They can talk about what they are doing
  - They can tell you about what they have done or heard
  - They can use wide range of intonation pattern in their mother tongue
  - They can understand direct human interaction
The eight to ten years old group

- They can tell the difference between facts and fictions
- They can ask questions all the time
- They rely on the spoken word as well as the physical world to convey and understand meaning
- They have definite views about what they like and don’t like doing
- They are able to work with others and learn from others

Those characteristics of young learners can be used by the teachers to teach them. From those characteristics, the teacher can decide the appropriate material given to the students. And as a result, we can help students enjoying learning process.

C. Teaching Vocabulary

Vocabulary is very important to learn if we want to learn language. Based on Oxford advanced learner’s dictionary (2005:1707), the definition of vocabulary is “all the words that a person know or uses”. A good vocabulary is necessary in every language learning. McCarthy and Norbert Schmitt (1990:8) stated “No matter how well the students learn grammar, no matter how successfully the sound of L2 (second language) are mastered, without words to express a wider range of meanings, communication in L2 (second language) cannot happen in any meaningful way”. From those statement, they stated that vocabulary is important to learn in the early stages of language learning in order to mastering the language.
Vocabulary is important as a foundation in learning English. Teaching vocabulary for children should use interesting ways, for example using picture or song. Then based on Allen (1983:12) “vocabulary lessons for the first stage of English instruction (like the one we are describing now) use pictures for showing many meanings. In some classes for beginners, teachers use all three ways to show the meaning of vocabulary words: 1). Pictures 2). Explanation in the students’ own language 3). Definitions in simple English, using vocabulary that the students already know”. A good vocabulary is really needed in both teaching and learning. If the learners do not know the meaning of words, they will have difficulty in understanding what they read and learn.

D. Games

Based on Longman Dictionary of Contemporary English (2003:662), game is an activity or sport in which people compete with each other according to agreed rules. Then according to Hadfield (1998:4), “game is an activity with rules, a goal and an element of fun which is divided into two kinds; competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal”.

The games make use of variety of techniques. Variety is important in language teaching and make the teaching process interesting and fun. Techniques used in applying games for vocabulary teaching include...
information gap, guessing, searching, matching, exchanging, collecting, arranging, card games, board games, puzzles and role-play.

One of the techniques in games is matching game. According to Hadfield (1998:4), “matching games are based on a different principle, but also involve a transfer of information. These games involve matching corresponding pairs of cards or pictures and may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding cards or pictures”. These game may be played in pairs or small groups where all the members of the group have some information.
CHAPTER III

Discussion

A. Description of SDN 2 Kemasan Sawit Boyolali

1. SDN 2 Kemasan Sawit Boyolali

SDN 2 Kemasan is one of elementary schools in Boyolali which is located in Maron, Kemasan, Sawit, Boyolali. This school was established in 1975, and now was led Mrs. CH.M Suyanti S.Pd.

The total area of SDN 2 Kemasan is about 3,065 m². Besides the main building, there is a mosque which is free to be used for public. The school buildings consist of teacher’s room, six classrooms, library, school health unit room, canteen and also toilet. The rest of the total area is used for yards consisting of school yard, school park, sport yard, and also parking lot.

SDN 2 Kemasan has 9 teachers consisting of two male teachers and seven female teacher. They are general subject teachers, sport teacher, religion teacher and English teacher. There are 95 students consisting of 48 male and 47 female students who are divided into six classes. The teaching and learning proses in SDN 2 Kemasan is held six days a week. It is start from Monday to Saturday, begins at 07.00 to 10.30 WIB for first and second years students and 07.00 to 12.30 WIB for third to six years students. Every Monday the teachers and students hold a flag ceremony and every Tuesday and Friday all of the students do the physical exercises together in school yards.
2. The Vision and Mission of SDN 2 Kemasan Sawit Boyolali

The school’s vision and mission is to increase the quality of students, teachers and staffs. They are:

Vision:

- Be faithful, virtuous, educated, competent, and have glorious

Mission: the missions of this school are:

- Increasing the faith and virtuosity
- Doing the teaching and learning activity optimally
- Applying the green, comfortable, and healthy school
- To be the device student’s skill developing

B. The Activities during Job Training in SDN 2 Kemasan Sawit Boyolali

The writer did some activities before conducting the teaching process, such as conducting class observation and making lesson plan.

1. Class Observation

The writer did an observation at SDN 2 Kemasan, Sawit, Boyolali from January 02th to February 18th 2012. The writer came to SDN 2 Kemasan everyday during her job training. The writer taught 1st grade until 4th grade four times every week: Monday for 1st grade students at 09.30 WIB, Tuesday for 2nd grade students at 09.30 WIB, Thursday for 4th grade students at 11.30 WIB and Friday for 3rd grade students at 09.30 WIB. The writer chose the second grade class as a class observation. Among others,
the second grade is the most cooperative class. This condition makes activities of teaching and learning is easily to teach them.

The second grade class has 11 students, consisting of 6 girls and 5 boys. The situation of the second grade class is a bit noisy. Based on the writer's observation, almost the students in the second grade were active.

Everyday the classes start at 07.00 WIB until time break at 09.00 WIB. The English’s schedule of second grade class on Tuesday at 09.30 WIB after they have break time. And sometimes they are very noisy when they do not pay attention to the teacher explanation. But they are very quiet when they get bored. This is because they are tired after a day long school activity.

The writer observed the class not only by watching the students learning process inside class but also outside class. Most of the second grade students like activity that could make them happy such as playing games and singing. They are very enthusiastic with the activity.

There are some facilities inside the class to support the learning activities. They are a blackboard, a cupboard, schedule board, 10 tables, 20 chairs, many kinds of pictures about alphabetical, cardinal numbers, heroes, a lamp, a washstand, a flagpole, and chair and table for teacher.

2. Making lesson plan

When doing the job training in SDN 2 Kemasan, making lesson plan is an important thing that must be prepared before beginning the learning.
process. The purpose of making lesson plan is to able to focus on learning process and make students enjoy in the lesson.

The writer arranged the lesson plan based on the material given by teacher in SDN 2 Kemasan, Sawit, Boyolali. The materials used by the writer in making lesson plan were taken from “SMART” book. Sometimes the writer used other references and looked for the materials from the internet in order to give students more exercises.

Lesson plan
Name of school : SDN 2 Kemasan
Subject : English lesson
Date : January, 21st 2012
Students : Second grade, 11 students
Time allocation : 45 minutes
Topic : Transportation
Teaching aids : Blackboard, pictures

Objectives :

- The students are able to mention kind of transportation
- The students are able to write the name of transportation

Handbook : LKS SMART
Activity :

- Building Knowledge of Field (BKOF) (7 minutes)
  a) Greeting students
  b) Reviewing the last material by asking some question, such as :

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1. Do you remember the last material, Radit?

2. Can you mention the kind of vegetables, Nia?

c) Introducing the new material by asking some question, such as:

1. Do you know what is transportation?

2. Do you ever ride the motorcycle?

- Modeling (8 minutes)
  a) The teacher introduces the kind of transportation to students by reading the name of transportation based on the handbook
  b) The teacher asks students to repeat what the teacher read
  c) The teacher asks students to mention and write the transportation on their own book

- Joint construction (15 minutes)
  a) The teacher asks students to come in front of class to match the pictures based on the name of each pictures and read what they have matched

- Individual construction (15 minutes)
  a) The teacher asks students choose what their favorite transportation, then asks them to draw it on their own book. Then, asked them to tell the story about their favorite transportation in front of the class.

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C. Discussion

C.1 The Process of Teaching Vocabulary Using Matching Technique in Second Grade Students of SDN 2 Kemasan Sawit Boyolali

On this final report the writer wrote the experience during job training in SDN 2 Kemasan Sawit Boyolali as English teacher to teach second grade students. Students get the lesson once a week that is every Tuesday. The lesson begins at 09.30 WIB until 10.15 WIB. The time is 45 minutes, 10 minutes for pre-teaching, 25 minutes for main teaching and 10 minutes for post teaching.

The material taken is from SMART, and published by “Bakti Ilmu” Solo. There are different topics in each unit, each unit contains pictures, vocabularies and exercises related to the topics. The pictures are really attracting to the students. One of topics the writer pointed to teach is Transportation. In unit transportation, there are many attractive pictures and easy explanation about the pictures to students.

1. Teaching Activity

The writer has some procedures when doing the job training to make the teaching and learning English vocabulary successful. The procedures are consist of activities when the writer did job training. They are:
1.1 Greeting

Before start the lesson, the writer usually greeted the students. The purpose of greeting is to know whether students are ready to learn. The greeting which is usually used by teacher are like this:

Teacher : “Assalamu alaikum wr.wb”
Students : “Wa’alamu alaikum wr.wb”
Teacher : “Good morning, Class!”
Students : “Good morning, Miss!”
Teacher : “How are you today?”
Students : “I’m fine, Thank you. And you?”
Teacher : “I’m fine too, Thank you.”

1.2 Warming up

After greeting and before start the lesson, the writer did warming up which was suitable with the material. The example of warming up to the students is:

Teacher : “Do you know transportation?”
Students : “Yes, I know, transportation is kendaraan, Miss.”
Teacher : “Okay, good. Have you ever ridden bicycle?”
Students : “Yes, I have. I go to school by bicycle, Miss.”
Teacher : “Is bicycle a kind of transportation?”
Students : “Yes, Miss.”
By asking the question, the writer tried to make students to be active in class. And after doing warming up activities, the writer asked students if they will study about transportation.

1.3 Explanation of the material

In explaining the material, the writer used matching technique to help students in understanding the material. The writer explained about the kind of transportation. The writer gave new vocabularies about transportation to the students by using pictures, and the pictures are taken from students’ handbook. The writer introduced the name of each transportation based on pictures, then the writer read one by one and asked the students to repeat after the writer. After they could read, the writer asked the students to check their vocabulary randomly. For example:

<table>
<thead>
<tr>
<th>a) Bicycle</th>
<th>b) Motorcycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) Pedicab</td>
<td>d) Car</td>
</tr>
</tbody>
</table>
The students really like to play game. Because of those reason, the writer tried to make the lesson to be interesting. Matching technique is an activity to match the pictures and the list name of pictures. This activity can be played pairs or whole class. Doing this activity, the writer should give clear explanation to the students.

The writer gave example to play matching technique, and the students imitate what the writer did. After that, the students continued to finish the game. For example:

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Train" /></td>
<td><img src="image2.png" alt="Train" /></td>
<td><img src="image3.png" alt="Train" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Bus" /></td>
<td><img src="image5.png" alt="Bus" /></td>
<td></td>
</tr>
<tr>
<td><img src="image6.png" alt="Car" /></td>
<td><img src="image7.png" alt="Car" /></td>
<td></td>
</tr>
</tbody>
</table>

1.4 Exercises

After explaining the materials, the writer gave exercises to students. It purposes to know the students understanding the materials. The writer combined the exercises between jumbled letter and matching technique. They are:
Arrange the letters below based on the name of transportation.

1. $C - r - t - a$ = ..................................
2. $y - B - i - l - c - c$ = ..................................
3. $n - T - a - i - r$ = ..................................
4. $s - u - B$ = ..................................
5. $r - C - a$ = ..................................

Match the picture and the name with line based on the example below.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image" alt="Motorcycle" /></td>
<td>• Motorcycle</td>
</tr>
<tr>
<td>2.</td>
<td><img src="image" alt="Cart" /></td>
<td>• Cart</td>
</tr>
<tr>
<td>3.</td>
<td><img src="image" alt="Bicycle" /></td>
<td>• Bicycle</td>
</tr>
<tr>
<td>4.</td>
<td><img src="image" alt="Bus" /></td>
<td>• Bus</td>
</tr>
<tr>
<td>5.</td>
<td><img src="image" alt="Bus" /></td>
<td>• Bus</td>
</tr>
</tbody>
</table>
1.5 Ending the lesson

Before ending the lesson, the writer reviewed the material generally. The writer also gave time to the students to ask some question if they have some problems with the materials that was given. After finishing the materials, the writer closed the lesson by saying “Assalamu’alaikum Wr.Wb” and the students replied by saying “Wassalamu’alaikum Wr.Wb”.

C.2 The Problems and Solutions in Teaching Vocabulary Using Matching Technique in The Second Grade Students of SDN 2 Kemasan Sawit Boyolali

1. The problems during teaching vocabulary in the second grade students of SDN 2 Kemasan Sawit Boyolali

During the job training at SDN 2 Kemasan, Sawit, Boyolali, the writer has found some problems in teaching and learning process. The problems are:

a) The condition of the students

The students were very active. They could not stop to move around the class during the process of teaching and learning activity. They were quite active and attractive students. During greeting and warming up activity they were still quiet and pay attention to the writer but after start the lesson they began to chat with their friends. Therefore, some of them did not focus on the lesson while the others focus. They observed the condition outside the class or did their own activities, such as playing with their
classmate and drawing on their notebook. And for this problem, the writer spent much time in handling and managing the class.

b) Limited vocabulary

Vocabulary is very important in learning English. And it will be helpful in learning English activity such as understanding the text and writing a sentence or text. Vocabulary also useful in reading, writing, speaking and listening. In SDN 2 Kemasan there were many students with limited vocabulary. Most of them did not understand what teachers said and what the text means. It also becomes obstacle during the learning process and in receiving the lesson.

c) Pronouncing the English words

Sometimes, the students have difficulties to pronounce some words which sound unfamiliar for them. They often made a mistake when the teacher asked them to say the words. The students usually mispronounced when they pronounced the English words. They still considered that the way to say the English words were still same with the Indonesian language. For example: the students were wrong when they pronounced the word “cart” (k :t). The students still said (chart).
2. The Solution for The Problems of Teaching Vocabulary in Second Grade Students of SDN 2 Kemasan Sawit Boyolali

After passing the process of teaching the writer found solutions in order to solve the problems. They are:

a) The students’ condition

The writer made the class clam during teaching and learning activity but it was not easy, because there were stubborn students. Then, when the writer faced the stubborn students, the writer asked them to come in front of class to sing national anthem as punishment. If they did not focus to teachers’ explanation, the writer used attention gather to make them focus on the lesson. For example : the writer said “Class, class, class.....”, then they answered “Yes, yes, yes....”. Sometimes, the writer walked around the class to see the students’ works and helped the students who found difficulties.

b) Limited vocabulary

The writer asked students to read more English text and try to make a vocabulary list of the difficult words that they could meet from the text and search the meaning by guessing the meaning of word by pay attention to the sentence or looking the meaning on the dictionary.
c) Pronouncing the English words

To solve this problem the writer taught the students how to pronounce the words and asked them to repeat the words one by one to mastering pronunciation. It also needs more practice to make them pronounce well.
CHAPTER IV

Conclusion and Suggestion

A. Conclusion

From the previous chapter, the writer has talked about teaching vocabulary using matching technique to second grade students of SDN 2 Kemasan Sawit Boyolali. Based on the report, there are conclusions that can be drawn as below:

1. Teaching Vocabulary Using Matching Technique to Second Grade of SDN 2 Kemasan Sawit Boyolali

There are three steps in teaching vocabulary using matching technique, they are:

a) Warming up

In the first step, the writer greeted the students, then the writer introduced new materials by asking some question related to the new materials that will be explained.

b) Presentation

The next step is presentation. In this step, the writer presented the materials that was given by using matching technique. For this presentation, the writer brought the pictures and set the pictures on the blackboard and asked them to match the pictures. By using matching technique, the writer can make the students focus and feel enjoy the lesson.
c) Evaluation

The last step is evaluation. The writer did some evaluation to evaluate the students, in order that they understood about the lesson. The writer gave exercises, test and homework after the presentation. This evaluations were also used to evaluate the writer’s way teaching, in order to know the technique was appropriate or not for students.

2. The Problems and Solutions of Process Teaching Vocabulary Using Matching Technique in SDN 2 Kemasan Sawit Boyolali

During the process teaching vocabulary using matching technique, the writer faced some problems. They are:

a) The problems during teaching vocabulary using matching technique

1. The condition of students: students could not stop to move around the class, they did not focus and sometimes doing their own activities during the lesson.

2. Limited vocabulary

3. How to pronouncing the English words

But after passing the process of teaching the writer found solutions in order to solve the problems.

b) The solutions during teaching vocabulary using matching technique

1. The writer used the attention gather to make students focus on the lesson. Then, if there are stubborn students the writer
asked the students to come in front of the class to sing national anthem as punishment.

2. The writer asked students to read the text and find the difficult words, and asked them to find the meaning by asking to the writer or the dictionary.

3. The writer leads students how to pronounce the words and asked them to repeat frequently.

**B. Suggestions**

Based on the conclusion that have been explained before, the writer wants to give some suggestions. Those are:

1. **SDN 2 Kemusan**

   The teacher should make the lesson interesting by using games, songs, pictures, videos or etc. By using attractive ways, the students can enjoy the lesson. Besides, they also understand the lesson.

2. **The reader**

   The reader should improve their knowledge with more reading this report, in order that they will know how to teach English to young learner, especially in teaching vocabulary using matching technique.

*commit to user*