Teaching Techniques to Attract Students’ Attention in Learning English Vocabulary to the 4\textsuperscript{th} Grade Students in SDN 2 Jetiswetan, Pedan, Klaten

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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ENGLISH DIPLOMA PROGRAM
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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 TECHNIQUES TO ATTRACT STUDENTS’ ATTENTION IN LEARNING ENGLISH VOCABULARY TO THE 4TH GRADE STUDENTS IN SDN 2 JETISWETAN, PEDAN, KLATEN.

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MOTTO

“Live is when you achieve success. And success is when you live independently.”
(The writer and K.N)

“The more you try to find the perfect one, the more you get the worst. Because there is nobody perfect”
(The writer)
DEDICATION

I would like to dedicate this final project to:

❤️  Allah SWT

❤️  My beloved parents

❤️  My mischievous little sister

❤️  All of my friends
PREFACE

The writer would like to thank Allah SWT for the blessing and guidance. This final project report is written to fulfill the requirement in obtaining English Diploma Degree.

This final project report was made based on the job training in SDN 2 Jetiswetan. The title of this final project report is “Teaching Techniques to Attract Students’ Attention in Learning English vocabulary to the 4th Grade Students in SDN 2 Jetiswetan”. This final project report explains the process of teaching vocabulary and the techniques to attract students’ attention in learning English.

The writer recognizes that this final project report is far from perfect and it has some mistakes, therefore the writer needs suggestion and advices in improving this final project. The writer wishes that this final project report will give some benefits to the reader, especially for the people who are interested in teaching techniques. Last but not least, the writer wants to thank to all people who have contribution in making my final project report.

Surakarta, December 2012

Puspita Putri Winunggal
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ABSTRACT

Puspita Putri Winunggal, 2012, Teaching Techniques to Attract Students’ Attention in Learning English Vocabulary to the 4th Grade Students in SDN 2 Jetiswetan, Pedan, Klaten. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report is written based on the job training activities which have been done in SDN 2 Jetiswetan, Pedan, Klaten. The purposes of this final project is to describe the English teaching and learning process and to discuss the teaching techniques used to attract students’ attention in learning English vocabulary.

The writer did class observation before the job training. The writer checked the school, class condition and students’ way of learning English. Before the activity of teaching and learning, the writer also made lesson plan in every meeting.

The steps in teaching English vocabulary to the fourth grade students of SDN 2 Jetiswetan consist of BKOF (building knowledge of the field), modeling, joint construction and independent construction.

The writer used some techniques in teaching vocabulary to the student. They are: singing a song, showing pictures and playing games. Song was very effective to increase the students’ enthusiasm. Therefore the writer used song as a warming up. Pictures were better than word in the case of teaching children. Therefore, using pictures made the students attracted to pay attention. And games will not make the students get bored during teaching and learning activities.
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Teaching Techniques to Attract Students’ Attention in Learning English Vocabulary to the 4th Grade Students in SDN 2 Jetiswetan, Pedan, Klaten

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ABSTRACT

2012. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. This final project report is written based on the job training activities which have been done in SDN 2 Jetiswetan, Pedan, Klaten. The purposes of this final project is to describe the English teaching and learning process and to discuss the teaching techniques used to attract students’ attention in learning English vocabulary.

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CHAPTER I

INTRODUCTION

A. Background

English is a common language for students of elementary school. As we know, English has been taught from the fourth grade of elementary school formally. However, some of them are not very interested in learning English and think that English is the most difficult lesson. It is a challenge faced by English teachers to introduce English to them and make them interested in learning English by doing fun activities. Teaching English to the students of elementary school is not easy. Sometimes, the monotonous activities presented by the teacher make them bored. They prefer to do something else, chatting to each other and walking around the class. Because of that, a teacher has very important roles to choose a suitable technique in teaching English to primary student.

A suitable technique needs to be applied by the teacher in order to make the process of teaching and learning activity runs well. In other words, the success of a lesson presented in a class is really affected by the technique used by the teacher. Moreover, the teacher should be able to master the materials well and transfer the materials with a suitable technique. According to Peltzer-Karpf & Zangl in the book written by Nikolov & Curtain (2000:25), a young child’s concentration span is very short (10-15 minutes). It is clear that in
facing young learner, a teacher has to be creative and make them keep their spirit and concentration in learning. It is the role of a teacher to make them keep their concentration. He or she also should prepare the materials well, because the success of the teaching and learning process is also affected by the preparation made by the teacher.

In a learning process, the first thing should be done by learners is paying attention to the material given by their teacher. By paying attention, the learner can be able to understand the materials and the input is filtered in to the brain. So, the material can be absorbed well by the learner.

During the practical job taken by the writer in SDN 2 Jetiswetan, Pedan, Klaten, the writer focused on teaching techniques used to attract the student’s attention in learning English. It is important to make them, as a young learner, know that learning English is an enjoyable activity.

Based on the explanation above, the writer writes the final project report entitled “Teaching techniques to attract students’ attention in learning English vocabulary to the 4th grade students in SDN 2 Jetiswetan, Pedan, Klaten”

B. Objectives

The objectives intended by the writer are:

1. To describe the English teaching and learning activity of the forth grade students in SDN 2 Jetiswetan, Pedan, Klaten.

2. To explain the teaching techniques used to attract the student’s attention in learning English vocabulary in SDN 2 Jetiswetan, Pedan, Klaten.
C. Benefits

The writer hopes this final project report can give benefit for:

1. English teachers

   This final project report can be used by teachers to improve their technique
to teach English vocabulary for elementary school student.

2. English department students

   I hope this final project report can be used by English department students
as references, especially those who are interested in teaching young learner
using various techniques.
CHAPTER II

LITERATURE REVIEW

A. Teaching

Teaching is a part of learning process. It is an activity done by a teacher and his or her students in a classroom. As said by Davis (1997:1) “Teaching is interaction between students and teacher over a subject”. Therefore, in teaching activity there is collaboration between teacher and students in giving and accepting a subject. A more specific definition given by Brown (1994:7) “Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. The definition given by Brown has shown the things that are done in teaching process. Teacher should know how to make the learners learn by giving instruction, guiding the learners, providing knowledge and making them know or understand the whole materials. To make the learner learn and absorb the material, a teacher should have characteristics of good teacher. There are several indicators of a good teacher based on the interview done by Harmer to the students at private language school in Britain and secondary school students at Cambridge that is written in his book entitled How to Teach English (1998:1).
1. Teacher should make his lesson interesting.

   An interesting lesson makes the students interested. It means that an interesting lesson given by the teacher will make the students interested and pay attention on it.

2. Teacher must love their job.

   If teacher loves their job, automatically he will do the best in teaching his students.

3. Teacher who shares his own personality to his students.

   It means that the teacher has a good relationship with his students.

4. Teacher has a lot of knowledge.

   A teacher who has a lot of knowledge will be easier to answer their student’s question.

5. Teacher has an ability to entertain.

   Students enjoy being entertained and amused. It will make them more excited to learning.

   Based on the indicators above, a good teacher is a teacher who has an ability to understand his student’s feeling and know how to face his students.

B. Learning

   Teaching process is always followed by learning process. They are two activities that can not be separated. According to Brown (1994:7) there are some meanings of learning, they are:
1. Learning is acquisition or “getting”.

2. Learning is retention of information or skill.

3. Retention implies storage system, memory, cognitive organization.

   From the three meanings above, it can be seen that learning is a process to get the information or skill to be kept in the memory system. Therefore, teaching is giving subject and learning is accepting subject.

   When a learner wants to be a successful learner, he or she must have a good behavior. As said by Harmer (1998:10), there are factors that will make the learners learn well and be a good learner:

1. A willingness to listen.
   By listening and paying attention, students will get the information or knowledge to be filtered into memory system.

2. A willingness to experiment.
   In learning language, learners can do the experiment by practicing the language. Practice makes perfect, it means that to make what they have learn to be better, they should practice it.

3. A willingness to ask question.
   When a learner do not understand a difficult material, it is better to ask to his or her teacher. By asking the difficult material, he or she will be know the answer and consequently can understand it.

4. A willingness to think about how to learn.
   A good learner will try to find the best way on how to learn for him.
5. A willingness to accept correction.

Good learners are prepared to be corrected if they do something wrong.

Those five characteristics of good learner make the learners easier to get the material given by the teacher. Besides, the teacher should encourage them by creating fun activity in teaching and learning process. Harmer (1998:9) says “Learning is a partnership between teacher and students”. So, there is a collaboration that should be done by the teacher and the students to achieve the goal of learning.

C. Teaching English to Young Learner

Teaching English is now starting from early stage of education. Learning international language (English) is a need for every person in Indonesia, including children. According to Phillips (1993:5) “Young learner means children from the first year of formal schooling (five or six years old) to eleven or twelve years of ages”. Brumfit (1993:15) states some reasons why English should be taught to the primary level:

1. They need to expose children from early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others.
2. The need to link communication to the understanding of new concepts.
3. The need for maximum learning time for important languages- the earlier you start the more time you get.
4. The advantage of starting with earlier second language instruction so that later the language can be used as medium of teaching.
Working with young learner, especially fourth grade student is a challenging experience. Their memory still has much space to store the information. Therefore, teacher should teach correctly to avoid a mistake which is easily absorbed by the students. It will be a big problem when the students get incorrect information because the information start to be permanent and it is very hard to change their mind. The teaching of English to children is different from teaching adult. They have their own characteristic which differentiates them from adult. These characteristics make the teacher should choose appropriate technique in teaching foreign language. There are some characteristic of fourth grade students at the age between eight to ten years old according to Scott and Yterberg (1990:3):

1. Their basic concepts are formed. Teaching young learner like writing in the blank paper, the new thing they learn will be their basic thought.

2. They can tell the difference between fact and fiction. Fourth grade students are able to differentiate which one is real and not.

3. They ask question all the time. Most of eight to ten years old are talkative and curious. They will ask everything they do not understand.

4. They rely on the spoken word as well as the physical word to convey and understand meaning. It means that by giving the spoken and physical (real thing) meaning of a word will make them easier to understand.

5. They are able to make decision about their own learning. Children actually understand how they learn best.
6. They have definite views about what they like and do not like doing. They decide easily whether they like or not.

7. They have a developed sense if fairness about what happens. They really know of something fair or not.

8. They are able to work with other and learn from others. They are able and learn fast in group formation.

Based on the characteristics of fourth grade above, it can be concluded that children actually know the truth or wrong, they are talkative and curious person, they are also like doing something fun. Sometimes they prefer to do something else and do not hear what their teacher explanation. So, the teacher should have techniques in teaching his or her students and make them keep their attention to the material.

D. Teaching Techniques

Teaching technique is an essential part of teaching. Freeman (2000:1) says “language teaching method to mean a coherent set of links between actions and thoughts in language teaching. The actions are the techniques and the thoughts are the principal”. In addition, Brown states (1994:160) “Any of a wide variety of exercises used in the language classroom for realizing lesson objectives”. The two statements explain that techniques are related to the action and application of the theories or principal. In teaching and learning process, teacher should be able to use a suitable technique in order to create effective and fun lesson. An appropriate technique in delivering material will make students interested and easy to commit to user.
understand the material. According to Freeman (2000:132) in her book entitled *Techniques and Principles in Language Teaching*, there are five kinds of teaching techniques, they are:

1. **Authentic material**

   Teacher uses authentic material to make them facing the real example of what they learn. The use of authentic material makes the students understand the connection of what they learn in the classroom to the outside world. Teacher can use a genuine newspaper articles or ask his or her students to listen to the life radio or television program.

2. **Scramble Sentence**

   The students are given a text in which the sentences are in scramble order. They are told to unscramble the sentences so that the sentences are constructed to their correct order. They learn how sentence are bound together.

3. **Language Games**

   Games are used frequently in communicative approach. The students enjoy in the teaching and learning activity by using games. They can learn in a playful way.

4. **Picture Strip Story**

   Teacher divides students into some groups and gives a strip of story to one member of each group. The student who gets the strip story shows the first picture of the story to the other members of her or his group. After that, he or she asks to the other members to guess what the second picture look like. They...
receive feedback based on the content of the prediction and match the prediction with the correct one.

5. Role Play

Role plays are very important in language teaching because they give the students an opportunity to practice in different social context and roles. Role plays can be set up so that they are in less structured way (for example, based on the teacher’s command, the students tell who they are, what the situation is and what they are talking about).

Besides the teaching techniques mentioned, there are also some teaching techniques to make the student paying attention to the material given by their teacher. When the learners pay attention, they will absorb the material and storage it to the memory system. Therefore, teacher should be able to keep their concentration to pay attention by choosing a suitable technique.

There are several techniques can be used by teachers to attract their student’s attention.

1. Using games

Everybody knows that playing games is a fun activity, especially for young learners, they are interested more in studying through game. According to Phillips (1993:85), “Games in the language classroom help children to see learning English as enjoyable and rewarding”. It is clear that playing game in English classroom will be a good option to attract students’ attention. However, the teacher should choose a suitable game related to the material.
2. Using Song and Chants

A chant is like a song without music, or a poem with a very marked rhythm (Phillips, 1993:100). Learning song and rhymes provides an opportunity for pupils to practice, through imitation and repetition, the rhythm and intonation of the English language and to enjoy themselves at the same time (Brewster, Ellis, and Girard, 1992:173). It is clear that by singing a song, children will be easier to remember vocabulary because they repeat it again and again.

3. Using Video

Video and television form a part of many children’s lives nowadays, and can also be a very useful tool in the language classroom (Phillips, 1993:133). Children are familiar with video, most of them usually watching television at home. However, the video that is used in a lesson should be suitable with the syllabus. Teachers should be able to select the suitable video for their students. Through the video, the lesson will be more interesting caused by its visual and audio and students will be easier to get the knowledge by hearing the audio and watching the visual.

4. Using Pictures

Visual support helps pupils understand the meaning and helps to make the word memorable (Brewster, Ellis, and Girard, 1992:91). Picture is visual tool that makes young learner easier to understand the meaning of a word. It is better to use colored pictures to attract the student’s attention and make them interested with the lesson.
5. Using Realia

Realia is three-dimension object that can be brought to the classroom as a teaching tool. Realia is a right tool for the children to learn how to describe an object (Suyanto, 2007:110). It will help the pupils memorize the word easily by directly seeing the replica.

That is why, in facing young learners, a teacher should also use suitable technique in the classroom. As we know, children like doing fun activity. Therefore, teacher has to be creative in making interesting lesson. According to Vale and Feunteun (1995:18) “the activity-based approach offers the opportunity for children to work on a practical task, and succeed at their own level, incorporating their own abilities and experience”. They add (1995:18) “by including an activity-based approach within the language classroom, the teacher is offering children many more opportunities for success”. The two statements given by them mean that by using activity-based approach will make the students get more opportunity to understand the material. One of the activities that can be done by the teacher, according to Vale and Feunteun (1995:21), is Group formation.

Group-formation activities are seen therefore not merely as ice-breakers. They are activities that require, for example, the individuals within the group to work co-operatively, to act together, to support each other, to make physical contact with each other, to lend and receive trust- in highly enjoyable, non-competitive situations.

By making a group formation, the learners will be more relax to share and exchange their idea to their pair or group.
E. Teaching Vocabulary

In teaching English to children, vocabulary is the first thing to be taught. Wilkins (1972:111) states, “The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Allen (1983:3) also states, “Students who do not learn grammar along with vocabulary will not be able to use the language for communication”. Based on the two statements above, it can be concluded that when students have high grammar knowledge, but have not good vocabulary mastery, they can not communicate well. It is clear that learning new words is an important part of learning new language.

Learning some words in a language is a basic thing of learning to communicate. Dealing with this, Allen (1983:5) states, “Communication will stop when learners lack the necessary words”. It means that when someone does not know what vocabulary used to communicate with others, he or she cannot express an idea and the communication will end. In short, vocabulary plays a necessary role in learning and understanding the language. It supports all language skills like listening, speaking, reading and writing. By having strong vocabulary mastery, students will have high achievement in all language skills and be able to express their ideas. Therefore, vocabulary teaching should be done in early age of schooling. The teaching of vocabulary would have better result when the teacher uses a suitable technique. According to the book entitled The Primary English Teacher’s Guide written by Brewster (2002:90), there are some techniques in teaching vocabulary:
1. Using Objects

Introducing a new word by showing the real object often helps students to memorize the word through visualization. Teacher can use object or bring the things to the classroom to help the students to know the meaning of word and memorize it.

2. Using Illustration and Picture

New vocabulary can be introduced by using illustration or pictures. Those kinds of visual support make the students understand the meaning of words and it will be easier to be memorized. By using illustration and pictures also make the students more interested in learning.

3. Repetition

By saying the word again and again will makes the students memorizing it. Children learn new words quickly and forget them quickly also, therefore a repetition is needed to make them remember it.

4. Mime, Expression and Gestures

Many words can be introduced through mime, expression and gestures. For example, if teacher wants to introduce the name of animal, he or she can imitate the sound of the animal.

5. Guessing from context

Encourage students to guess the meaning of words in order to make them build their self-confident.
6. Practicing and Checking Vocabulary

Once a new word has been introduced, teacher should provide opportunities for students to practice it. Teacher should also check that his or her students really understand it. There are many activities that can be used to practice the vocabulary that have been learned, such as matching and labeling.

By understanding those techniques, it will be easier for the teacher to teach English vocabulary to students, especially young learners. Most of the techniques mentioned are in action form. It will make the students interested to learn.
CHAPTER III

DISCUSSION

A. The Description of SDN 2 Jetiswetan, Pedan

SDN 2 Jetiswetan, Pedan is one of state elementary schools in Klaten. It is located at Jembangan, Jetiswetan village, Pedan, Klaten. It is about 500 m of Pedan-Semin Street.

The school is handled by a headmistress, Mrs. Warsini, S.Pd. Besides as a leader of the school, she also teaches Javanese language. There are 10 teachers in SDN 2 Jetiswetan. They are 6 classrooms teachers and 4 supporting teachers (a Javanese teacher, an English teacher, a religion teacher and a sport teacher).

In 2011/2012 academic year, SDN 2 Jetiswetan has 142 students. They are 74 boys and 68 girls, which are divided into 6 classes from 1st grade until 6th grade.

The building of SDN 2 Jetiswetan lies on about 1,350 m² and it is divided into 6 buildings. The first building is six classrooms and a school health unit room. Next to the first building is the second building. It is used as a teacher’s room and lobby. The third building is a library that is located in front of the teachers’ room. The next room, an official house, is located behind the teachers’ room. The sixth grade teacher is stayed in the official house with his family. This house is also used as a canteen. The fifth room is the parking area and toilet that are located behind the class room. The last room is a canteen.
SDN 2 Jetiswetan, Pedan has a vision and some missions. The vision is to create the graduates who have basic competence in science and technology based on faith and virtuous. And the missions are:

1. To run the curriculum of primary school.
2. To improve discipline and professionalism of the teachers.
3. To add and optimize the learning infrastructure and facilities.
4. To apply various forms of learning innovation, its effectiveness and efficiency, that can develop the students’ competence.

B. Class Observation

The writer did the job training as an English teacher from January 3rd 2012 to 28th February 2012. She taught the forth and fifth graders every Tuesday. The writer taught to the fifth grade students at 07.00-09.00, then she taught to the forth grade students at 10.30-12.00. Class observation is the part of job training that should be done by the writer to understand who the students are and how they behave. The writer did the class observation before doing teaching and learning activity.

Forth grade class has 21 students. They are 13 boys and 8 girls. There are 11 desks in this class. The condition of forth grade class is good enough because it has enough light. The room has a door and some wide windows in the left and right side. There is a blackboard and 2-doors cupboard. The cupboard is used to keep some material books and chalk. SD N 02 Jetiswetan has 2 LCD projectors. The
first projector is placed in the library permanently. And the second projector is movable.

During class observation, the writer sat on the chair behind the students’. She paid attention to the way the teacher taught them. The students were quiet, although she did not think that the students paid attention to the teacher. When there was a student making noise, the teacher gave a punishment to him or her. The teacher asked him or her to stand in front of their chair and then gave a question to him or her as a punishment. The teacher would only let her student to sit again until her student can answer the question. If he or she could not answer the question, the teacher asked the other students and gave another question to the punished student. The kind of punishment made the students silent however the students did not pay attention to the teacher. The students kept silent because of the punishment given by the teacher, not the willingness of paying attention. Consequently, the students would not absorb anything during the teaching and learning activity. Therefore, the teacher should try to use an interesting teaching technique to make the students not only keep silent but also pay attention to her lesson.

C. Making a Lesson Plan

According to Harmer (1998:121), “a plan helps to remind teachers what they intended to do—especially if they get distracted or momentarily forget what they had intended”. He adds
“For students, evidence of a plan shows them that the teacher has devoted time to thinking about the class. It strongly suggests a level of professionalism and a commitment to the kind of preparation they might reasonably expect. Lack of plan may suggest the opposite of these teacher attributes”.

Those two explanations show that by making lesson plan, the teacher can make his/her lesson run based on the right sequence and it is also used to make the teacher remember what he/she should do. A lesson plan also makes their students understand that their teacher has prepared and thought about the material before teaching.

Because of the reason above, the writer made a lesson plan on the day before the teaching activity.

The following is one of 9 lesson plans made by the writer:

Grade : Four
Theme : Like and dislike of fruit and vegetable
Duration : 90 minutes
Skill : Speaking
Objectives : The students should be able to speak the like and dislike expression

Procedure :
1. 5 minutes
   - Greeting
   The teacher greets the students by saying “Good morning” and asks their condition.
   - Checking attendance
   The teacher checks the students’ attendance by calling their name one by one.
2. 10 minutes : BKOF

- The teacher reviews last material they had last week about fruits and vegetables vocabulary.

- The teacher asks the students about their favorite fruits and vegetables. The question are:
  1. Do you like fruit/vegetable?
  2. What is your favorite fruit/vegetable?
  3. Are there any fruits/vegetables you dislike?

- The teacher plays nursery rhymes video entitled *apples and bananas*

3. 20 minutes : Modeling

The teacher explains about like and dislike material

- Like (Suka)
  
  The way to ask someone’s interest of fruits and vegetables (Cara untuk menanyakan kesukaan seseorang terhadap buah-buahan dan sayur-sayuran)

  - **Do you like ....?**

  - **What fruit/vegetable do you like?**

  The way to state interest (Cara untuk menyatakan kesukaan)

  - **Yes, I do / No, I don’t**

  - **I like ....**

- Dislike (Tidak suka)

  The way to ask someone’s dislike of fruit and vegetable (Cara untuk
What fruit/vegetable do you dislike?

The way to state dislikes (Cara untuk menyatakan ketidaksukaan)

- I dislike ....
- I hate ....

Example:

a. Tina : Do you like grapes?
Fara : No, I don't.
Tina : What fruit do you like?
Fara : I like oranges.

b. Dodi : Do you like carrot?
Rudi : Yes, I do.
Dodi : What vegetable do you dislike?
Rudi : I dislike beans.

4. 15 minutes : Joint construction

- The teacher asks the students to make a dialog in pairs about like and dislike of fruits and vegetables by giving a picture clue. Then the teacher asks them to practice the conversation in front of the class. Students are allowed to ask the teacher’s help, it means that the teacher still guide the students in finishing their work.
5. 25 minutes: Independent construction

- The teacher asks the students to make a dialog independently. And they are not allowed to ask the teacher’s help in finishing their work.

6. 12 minutes: Reviewing the material

- The teacher reviews the material she had taught.

7. 3 minutes: Closing

The teacher ends the lesson and says goodbye.

D. Discussion

4.1 English Teaching and Learning Activity

Having finished preparing the material, the writer started to teach English to the fourth grade students. She taught the class every Tuesday at 10.30-12.00. The writer used worksheet named New Prima that was provided by the school to teach English. In the first meeting, the writer greeted the students first by saying “good morning”, nevertheless the students did not answer it. They did not know how to answer it. Therefore, the writer began to teach about greeting first. She wrote the sequence of greeting on the blackboard and asked the students to read their part loudly.

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.

She also asked the student to take a note of it and memorize it because it will be used in every beginning of English class.

After greeting the students, the writer checked the students’ attendance. The students said “present” if they were in the class and said “absent” when their friend did not come to the class. Having finished of checking the student’ attendance, the activity was continued to the main activity, teaching and learning English of like and dislike of fruits and vegetables to the fourth grade students of elementary school.

The teaching and learning activity has 4 steps:

a. BKOF (building knowledge of the field)

In the BKOF, the writer reviewed last material about fruits and vegetables, she asked some students to mention some fruits and vegetables. After that, she began to introduce a new material to the students about like and dislike of fruits and vegetables by asking them some basic questions and playing a video of nursery rhymes of the will-be-discussed material. The nursery rhymes entitled apples and bananas. The topic was fruit and vegetable, therefore the writer asked some questions to some students such as “do you like to eat fruits and vegetables?”, “what fruits and vegetables do you like?”, and “can you mention some fruits and vegetables?”. By asking the questions, students will be attracted to speak up.
b. Modeling

After BKOF, the activities were continued by explaining the main material. The material was *like and dislike of fruits and vegetables*. The writer asked the students to open their worksheet and began to explain about like and dislike of fruits and vegetables. The writer wrote the explanation of *like and dislike expression of fruits and vegetables* on the blackboard and gave some examples of it. The following is the explanation and some examples written by the writer on the blackboard.

**Pattern:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>like/dislike</td>
<td>Oranges</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>likes/dislikes</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example:**

1. Dewi (Like/likes) oranges

: Dewi likes oranges

*commit to user*
2. I (dislike/dislikes) oranges

3. Toni (like/likes) guavas

4. Deni, Zahna and I (like/likes) eggplants

5. Mira and rezky (dislike/dislikes) watermelons

6. Rabbit (like/likes) carrots

7. You (like/likes) tomatoes

8. Friska (dislike/dislikes) Grapes

After the students finished, they were asked to do the rest of the example made by the writer.

c. Joint construction

The writer asked the students to work in pairs. She gave two picture cards for each student. The two picture cards have different sign on the back, smile face and sad face. The smile face means “like” and the sad face means “dislike”. She wrote an example of dialog of like and dislike of fruits and vegetables on the blackboard and then asked the students to make a dialog with their pairs based on the picture given by the writer. The following is the example of the dialog made by the writer.
Student A: Do you like oranges?
Student B: No, I don’t
Student A: What fruit do you like?
Student B: I like strawberries

Each pair has to make two dialogs by asking his or her pair based on the picture card given by their teacher. The dialog is like the example given by the teacher. For example, there was a pair consist of student C and students D.

Student C got 😊 and 😚
Student D got 😛 and 😊

Therefore, the dialogs are:

Dialog 1
Student C: Do you like grapes?
Student D: No, I don’t
Student C: What fruit do you like?
Student D: I like guavas

Dialog 2
Student C: Do you like carrots?
Student D: No, I don’t
Student D: What vegetable do you like?
Student C: I like beans

After finished making the dialog, the writer asked the students to practice it with their pair in front of the class. By speaking in front of the class will
improve their self confident and make them become accustomed to face others, in this case, their class mate.

d. Independent construction

In the independent construction, the students should make a dialog independently. The writer asked them to make their own dialog with their pairs. It was done to check whether each of them has absorbed the material or not.

4.2 Teaching Techniques to Attract Students’ Attention in Learning English Vocabulary

Students’ attention is the most important thing affecting the success of teaching and learning activity. The students will understand the material if they are listening and paying attention on it. By using some suitable teaching techniques, the students will be attracted to pay attention. In teaching and learning vocabulary to the forth grade students, the writer uses songs, pictures and games.

a. Using song

Song is a very useful teaching media to increase the mood of the students, especially young learners. By using a song, the young learners will be more interested in and attracted to the lesson. Song was used in the BKOF because the writer wanted to make the students interested in the lesson that was going to learn. Playing a video song made them happy and cheerful. The writer introduced the new material by playing a video about fruits and vegetables entitled apples and bananas. The video was displayed using LCD projector
therefore the students could see the clear picture. The writer also used speaker to make the sound louder. The writer gave the lyric of the song to the students therefore they could follow to sing the song. The writer changed the original lyric of *apples and bananas* because the sentence structure is not suitable for 4th grade students. Here is the modified lyric:

```
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
I like to eat eat eat apples and bananas
```

The song above was suitable with the will-be-discussed material, therefore the writer chose it to introduce the material and as a warming up.

The students were very happy when the writer played *apples and bananas* video. They listened to the song carefully and followed to sing the song together. Most of them were very interested, although in the beginning, there was a student who said that singing nursery rhymes was boring. But finally, he followed to sing the song together with his friends. He also often sang the song

*commit to user*
in the break time. This song were played to make the students understand that they were going to learn about *like and dislike of fruits and vegetables*. By playing interesting video, the enthusiasm and the intention of learning of the students will increase. Finally, songs will make the students pay attention to the material.

b. Using pictures

Students will be more interested if they are studying by using pictures than using words. The teacher has to pay attention to the picture that is suitable with the material that is going to learn by the students. There are five criteria given by Bowen in her book entitled *Look Here! Visual Aids in Language Teaching* (1994: 22), they are:

1. **Appeal**
   
The pictures that are given by the teacher should be interesting for the students.

2. **Relevance**
   
The pictures should be appropriate with the lesson that is going to learn.

3. **Recognition**
   
Measure that the pictures are suitable with the students’ knowledge.

4. **Size**
   
The picture should be appropriate in size. Therefore the student could see the picture well.
5. Clarity

The picture should be colorful and clear. Therefore, it will attract the students’ interest.

In the modeling, the writer presented the material by using picture. She showed some pictures of fruit and vegetable by sticking them on the blackboard. And then she mentioned the name of them one by one. She also asked the students to repeat after her and guided them to pronounce and spell the pictures. Each picture is printed in a half of F4 paper.

Avocado /ˌavəˈkædə/  
Grapes /ˈɡreɪps/  
Orange /ˈɔːrənʤ/  
Strawberry /ˈstrɔːrbi/  
Guava /ˈɡwɑːvə/  
Watermelon /ˈwɔːtərmelən/
After that, the writer asked some students randomly to mention and pronounce some fruits and vegetables. She pointed out the picture and then the student mentioned the name and pronounced it. They said that it was the first time they learned by using clear, colored and big size picture. Previously, they used black and white, small and unclear picture that is provided in the worksheet. Finally, they were very interested to pay attention to their teacher and followed their teacher instruction in pronouncing and spelling the picture. The use of picture in delivering the material made the student interested to pay attention.
c. Using games

Game is one of the media that can be used to attract the students’ attention in learning English. Games will not make the students get bored during teaching and learning activity. The writer used games in joint construction.

In joint construction, the writer used the arranging game and classifying game. The first game was the game of arranging the alphabets to make a word.

The procedures are:
1. She put 10 pictures of fruits and vegetables on the blackboard and numbered it.

2. She also prepared alphabet on a piece of paper. The number of the alphabets is suitable with all the names of fruits and vegetables that had been put on the blackboard, for example: one of the fruits is “Mango”, therefore the alphabet are “M” “A” “N” “G” “O”. The writer put all of the alphabets on teacher’s desk.

3. She put 10 numbers on folded paper (number 1-10) on her desk.

4. The writer divided the students into 10 groups.

5. She asked each group to come in front of the classroom and took a number.

6. After that, the group got the first number should come first to answer the picture number one by searching and arranging the name based on the picture number one. After that, they put it on the blackboard beside the
picture. When the entire pictures were finished to be answered, the writer checked it together with the students.

The second game was the game named *classifying and writing*. She wrote “FRUIT” on the left side of the blackboard and “VEGETABLE” on the right side. Then she asked two students to come forward and took a picture card. They should stick their card on the blackboard suitable with the correct classification, and then they wrote the name of picture card they have got.

![3.1 picture of classifying game](image)

The students liked the game. It was shown by their antusiasm in doing the game given by their teacher. They wanted to be the first number in sticking the picture. And they fought for it. Therefore, the writer asked them to be quiet or the game would not be continued. After that, the writer asked each student to come forward by calling their name randomly. Everyone likes games, moreover children. Therefore, games help the teacher to make students keep their mood in learning. Concisely, learning English by using games can be an
effective technique to make the students learning in a playful way. It also made the students to be active in class because they were involved in teaching and learning activity directly.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

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

1. English teaching and learning activities in the fourth grade of SDN 2 Jetiswetan, Pedan, Klaten.

English was taught to the fourth grade students of SDN 2 Jetiswetan every Tuesday at 10.00-12.00. The worksheet that was used during teaching and learning activities was *New Prima*.

The English teaching and learning activities has some steps. They are: BKOF, Modeling, Joint construction and Independent construction. In the BKOF (Building knowledge of the field), the writer reviewed last material about *fruits and vegetables vocabulary* and introduced a new material about *like and dislike of fruits and vegetables*. In the Modeling step, she explained how to make a sentence about like and dislike of fruits and vegetables. She wrote the explanation on the blackboard. In the Joint construction, the writer asked the students to make a dialog about *like and dislike of fruits and vegetables* in pairs by giving a picture clue. In the Independent construction, the teacher asked the students to make a dialog independently.
2. Teaching techniques to attract students’ attention in learning English vocabulary.

English teacher of young learners needs to choose suitable techniques in order to make her or his students interested and paid attention to her or him.

In teaching English to the fourth grade students of SDN 2 Jetiswetan, the writer used some techniques during the job training, they are:

a. Song

The writer used songs to introduce new material to the students. She played a video entitled *apples and bananas* using LCD projector. The use of song was very effective to increase the students’ mood and made them cheerful. Therefore, teaching English by using song was suitable as a warming up.

b. Pictures

By using pictures, the process of delivering the material was more interesting. The students were very interested in learning by using picture. Besides, picture makes the students could remember vocabulary easily. Colored picture attracted the students’ to pay attention. Finally, students would enjoy the teaching and learning activities.

c. Games

Young learners like playing games. Therefore the writer used games to teach her students. Games helped the learners study in a playful way and it made them very enthusiastic to learn. The writer used games in
joint construction, the name of the games were *arranging game* and *classifying and writing game*.

**B. Suggestions**

Based on the conclusion in this chapter, there are some suggestions proposed by the writer:

1. **English teacher in SDN 2 Jetiswetan**

   English teacher of young learners should have interesting teaching techniques. The interesting and suitable techniques will make the process of teaching and learning more fun. Therefore, the teacher should try to use various teaching techniques to make her students interested to pay attention. The teacher should also pay attention in choosing the material, for example: song should be appropriate with the students’ knowledge. Various teaching techniques will also add the students’ spirit in learning.

2. **SDN 2 Jetiswetan**

   The school should provide various teaching aids, such as: picture card, poster, realia and etc.

3. **English Diploma Program**

   The students of English Diploma Program only accept teaching subject in one semester, it is not enough to learn the whole material that should be learned in teaching mainstream, and therefore it will be better if the subject is given at least two semesters.