

**English vocabulary teaching process for children
at SDN Ngawonggo II Ceper Klaten**

By:

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CHAPTER I

INTRODUCTION

A. Background

English has become an international language in the globalization era. English is used as the main language for communication with other people from different countries and culture. Due to the importance of English as an international language, it is very important to learn and master English as soon as possible.

The Indonesian government realized that it is very important in mastering English language, because it has become an international language for communication. Therefore the Indonesian government has decided to introduce English to children earlier at formal education, beginning at 3rd grade of elementary school.

English as early as possible should be taught to the children. In an elementary school, children just learn the basic English. The material is made so easy in order to make them interested in studying English. They study about names of animal, vegetables, colors, things around them, etc.

Learning vocabulary is very important for the learner especially for the children as the young learners. When the students learn the words in the context they will learn word by word vocabulary. The teacher must help the students to remember the words that the students learn. For the learners in the elementary school, picture will give more understanding about a word. It is easier for the student to remember the words using the picture.

Based on the background above, this final project is entitled **“English Vocabulary Teaching Process for Children at SD Negeri Ngawonggo II Ceper Klaten”**. The description is mainly based on my job training at SD Negeri Ngawonggo II Ceper Klaten.

B. Objectives

The objectives in making this final project report are:

1. To describe the process of teaching English vocabulary for the children at SD Negeri Ngawonggo II Ceper Klaten.
2. To show the difficulties of teaching vocabulary at SD Negeri Ngawonggo II Ceper Klaten.
3. To give the solution in teaching English vocabulary at SD Negeri Ngawonggo II Ceper Klaten.

C. Benefits

It is hoped that this final project report will give advantages to:

1. English Teacher

- It is hoped that this report can be used as additional reference for English teacher, who wants to teach vocabulary to their students. The teacher can use this final project as one of their reference.

2. Readers

- Hopefully this report will give an input for those who need additional information about teaching vocabulary, especially the readers who are interested in teaching vocabulary.

3. SD Negeri Ngawonggo II Ceper Klaten

- It is hoped that this final project report can give useful input to SD Negeri Ngawonggo II Ceper Klaten in increasing the quality and capability of the students.

CHAPTER II

LITERATURE REVIEW

A. Teaching English to Young Learner

Education consists of teaching and learning. Moreover, the success of education depends on teaching and learning process. According to Douglas Brown, teaching means “showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.”(1994: 7). In other words, teaching is an activity of assisting someone in learning

process in order to get knowledge and make him understand about the subject that they learn.

Teaching English to young learner is not such an easy thing. As primary level, young learners are still incapable in receiving every lesson given by the teacher due to their immature intelligence. According to Wendy A. Scott,

There is a big different between what children five can do and what children of ten can do, some children develop early some letters, some children develop gradually other in leaps and bounds. (Scott, 1990 :2).

It means that the ways of young learners learn a foreign language obviously depend on their language developmental stage. Therefore, the teacher should concern to the language developmental stage of the children by determining the suitable language teaching to teach English to young learner.

Jarolimek mentions “Children differ in physical characteristic, interest, home life, intellectual capacities, learning capacities, attitude, and talents language skill, experience, hopes, and dreams” (Jarolimek, 2001:3). It means that the difference of age influence the character of each child. Children especially young learner, have different characteristic and various ability in accepting and also learning every lesson given by the teacher. According to Wendy A Scott and Lisbeth H. Ytreberg there are some characteristic of young learners:

1. They understand situation more quickly than they understand the language used

2. Their own understanding comes through hands, eye, and ears.
3. They have a very short attention and concentration span
4. They sometimes have difficulty in knowing what is fact and what is fiction.
5. They are love to play, and learn best when they are enjoying them selves.
6. They can not decide for them selves what to learn
7. They are enthusiastic and positive about learning.

(1990:2-3)

In accordance with previous statement, the characteristic of student is complex, so it makes the teacher difficult to engage with them. Before the teacher teaches the students, they should understand the characteristic of their students.

B. Teaching English Vocabulary to Young Learner

In language teaching and learning, vocabulary is very important. Vocabulary is the basics of English lesson for young learners. The limited knowledge about vocabulary can be an inhibiting factor for students to learn English.

Thornbury states

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words expression. You can say very little with grammar, but you can say almost anything with word. (Thornbury, 2002:13)

It means that vocabulary is as important as grammar. The English of the learners will not improve if they just learn grammar. By learning

vocabulary the learners will improve their English. Vocabulary is very important in the first time for learning English and it is the basic matters in language study.

In a book entitled “Vocabulary Expansion”, Rubin says

A good vocabulary and a good reading go hand in hand, unless you know the meaning of words, you will have difficulty in understanding what is read. And the more you read the more word you will add to your vocabulary. (1991:91).

In other words, it means that if the learners do not know the meaning of words, they will have difficulty in understanding what they see, read, and learn. By reading activity the learners will get more word to enrich their vocabulary.

C. Technique of Teaching Vocabulary

The students of 3rd grade elementary school still study about vocabulary. The teaching vocabulary to young learner should be ideally presented in a context which is familiar to the children such as names of animals, fruits, numbers, colors, etc. Teaching new vocabulary to students such as names of animals, numbers, and colors will be better if we teach vocabulary using some pictures. Brewster states “Visual support is very important to help convey meaning and to help pupils memorize new word.”(1992:89).

The teacher should find out the ways to introduce some new words to them in order to make them interested and understand the teacher's explanation. According to Brewster there are some techniques that can be used to introduce new vocabulary:

The first technique is using objects. The young learners at this stage just learn vocabulary consists of concrete nouns. It means there are many objects around of them that can be used by the teacher to show the meaning of the words. The teacher can use object in the classroom or brought things to the classroom to show the meaning of the word. Introducing a new word by showing the real object can help the students to memorize the words.

The second technique is drawing. Introducing new vocabulary to young learners will be easier if the teacher uses the technique or activity which is liked by the young learner such as drawing. The teacher can draw the object to show the meaning of the words. The young learners will be interested to learn new vocabulary if the teacher draw the object on the blackboard or draw on the flash card.

The third techniques are using illustrations and pictures. The teacher can use illustration or picture to show the meaning of new words. Illustration and picture can helps the students understand the meaning and help to make the word more memorable.

The fourth technique is opposite. This technique uses the opposite of word to show the meaning of words. By this technique the students will learn

two words instead of one, for example, long/short, big/small, and so on. Meaning can also be conveyed using line drawings.

The fifth technique is guessing from context. In this technique, the teacher motivates the students to guess the meanings of the words that they do not know as much as possible. The teacher gives some clues to the students to help them guess the meaning of words. There are many clues that the students can use to establish meanings for themselves, such as illustration, similarity of spelling or sound in the mother tongue, and general knowledge.

The sixth technique is eliciting. The teacher uses this technique by asking the students to find or to say some words what the teacher would expect in a particular situation, for example; if the teacher wants to introduce vocabulary related to things in the dining room. The teacher can ask the students "What will you find in the dining room?". If the students can not answer the question, the teacher will give some clues related to the things that the teacher wants. For example, if the teacher wants to show "plate", the teacher can give clues like: it is used for eating; it is made from glass or made from plastic. The teacher can add some clues again if the students can not answer the question. This technique is more motivating and memorable than giving the students a list of words to learn.

The seventh technique is translation. There are always some words that need to be translated. The teacher can translate the new words in mother tongue to show the meaning of the words. This technique can save a lot of time.

(Brewster, 1992: 90-91)

CHAPTER III

DISCUSSION

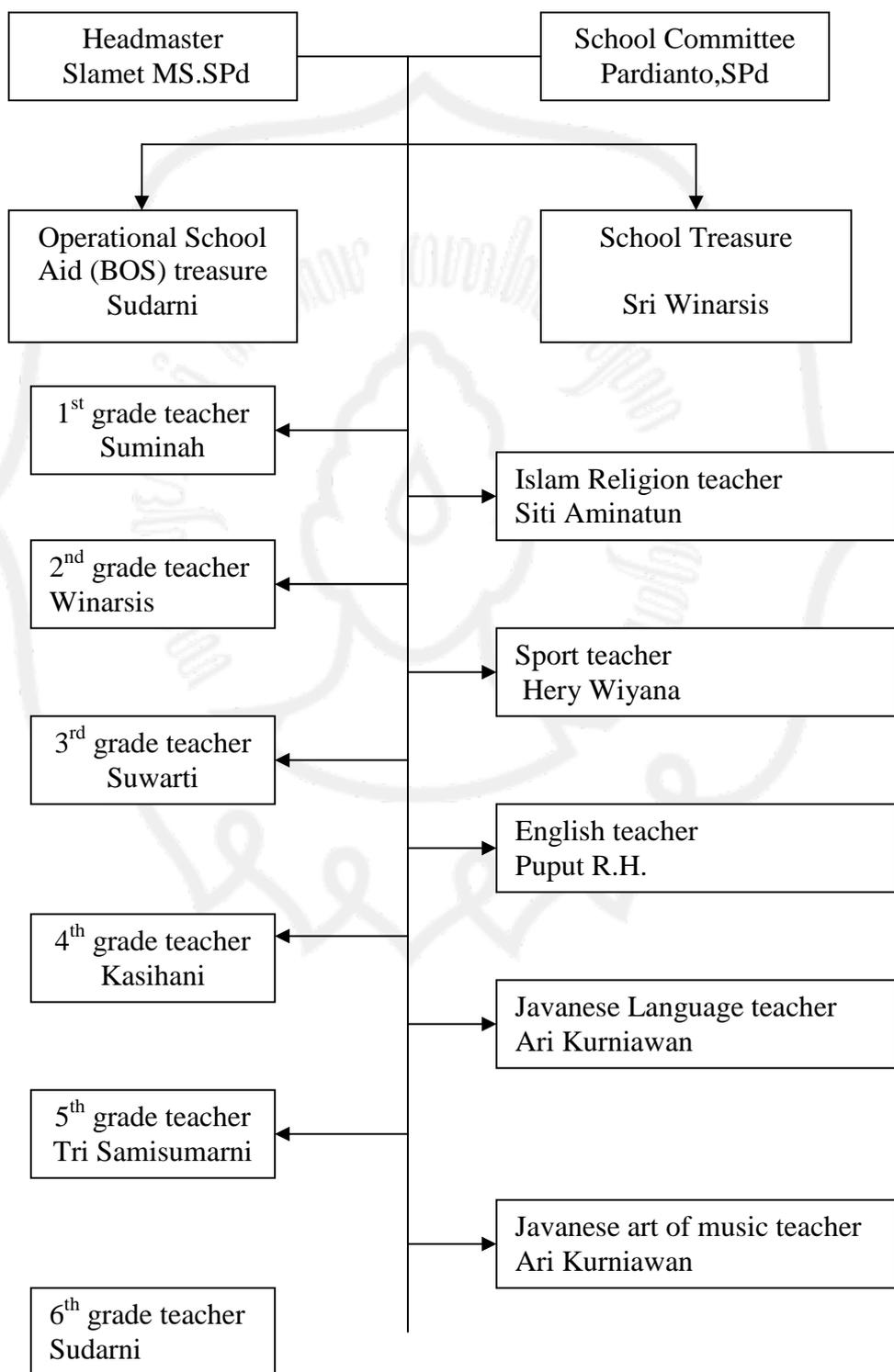
A.1. Description of SDN Ngawonggo II Ceper Klaten

SDN Ngawonggo II Ceper is one of elementary school in Klaten. It is located on Ngawonggo-Ceper, Klaten. SDN Ngawonggo II was built in 1950 and formally led by Mr. Soekarno. Since it was established, SDN Ngawonggo II has experienced the changing of the head master for six times. Today, SDN Ngawonggo II is led by Mr. Slamet MS. SPd.

SDN Ngawonggo II occupies in about 1800 m area. It faces to the north. The building consists of the head master's room, teacher's room, guest room and six classrooms. There are also some other rooms such as library, canteen and bathrooms. Every room has its own facilities used by the students to make them easier in doing their activities.

In this academic year, SDN Ngawonggo II has 241 students, 126 boys and 115 girls. SDN Ngawonggo II is led by the head master having responsibility to handle the education system. There are 10 teachers having responsibility in teaching activities. Three of them are temporary teachers who teach additional lesson such as Bahasa Jawa (Javanese Language), Bahasa Inggris (English) and Seni Suara Daerah (Javanese Art of Music).

A. 2. The Organization Structure of SDN Ngawonggo II Ceper Klaten





School committee has responsibilities to help the school completing the facilities that are needed in conducting all of the school activities. Moreover, the school committee has to make programs, such as to find the donation source and to apply it, for example to repair the school building.

The headmaster has responsibilities to handle the whole school activities, such as making school activities program, coordinating all the teachers to attain the school program and evaluating the teachers' duties.

Class teachers are the key of class organization in leading class to do the whole academic programs. Besides, the class teachers have responsibilities to teach and to guide the students through several activities such as giving lesson material and making annual and daily programs. Furthermore, the class teachers have duties to evaluate, analyze, report and make note all of the class activities as administration evidence. Meanwhile, the teachers of particular lessons have duties to teach the students and to make teaching program which are appropriate with the lesson.

B. 1. Class observation

I had done class observation at SDN Ngawonggo II at the time of job training started on February, 2nd 2007 until March, 9th 2007. I chose

the third grade class as the focus of observation because at SDN Ngawonggo II the English lesson was taught from the third grade classes.

Physically, the condition of the classroom observed (third grade class) is good enough and conducive for teaching and learning activities. The class has door, some windows, and air circulation. It is also equipped with two lamps, map, cupboard and some pictures. It also has some brooms and feather duster to keep the classroom clean.

Inside the classroom, there are 21 student desks with its chairs. There are 40 students in the class, 26 girls and 14 boys' students. During the teaching and learning activity, sometimes the classroom is noisy when the students do not pay attention to the teacher explanation. The students were still talking each other or busy with their own activities when the teacher presented the materials. However, when the teacher reminded them, they kept silent and listened to the teacher explanation. It means that the teacher's control was very important to make classroom conducive.

The students of third grade class liked activity that could make them happy such as learning language through games. The students were very enthusiastic when the teacher gave a game. The students were cooperative in answering question or doing the teacher's command.

The community around the classroom is conducive and good for teaching and learning process. It could be seen from the students' habit when they heard bell rang. The students entered the classroom by queuing one by one. So, when the teacher came, they had sat in their desks. From

this observation, it is hoped that the objectives of teaching and learning could be achieved.

B. 2. Making Lesson Plan

In teaching activity, the teacher should have a plan in order to make the material given to the students can be controlled and always be in the curriculum concept. So, before presenting the material to the students, I had made lesson plan for each topic. Making a lesson plan is an important point for the teacher if she wants to be successful in teaching activities. Lesson plan is also arranged in order to make the delivery process of the material can be easily accepted by the students. Besides, the allocation of the time can be arranged according to the schedule that has been determined.

I arranged lesson plan based on the material that was given by the teacher in SDN Ngawonggo II. I made one lesson plan for one topic. I presented one lesson plan to the students for one meeting. The length of time for one meeting is 90 minutes. The lesson plan can be seen in the appendix.

The materials used by the teacher in making the lesson plan were taken from “Kreatif Berbahasa Inggris” book. This book is pointed at the competency based curriculum or CBC. The competency based curriculum is focusing on training the student’s skill. This curriculum demands the students to be more active by practicing than just getting theory. The lessons taught by the teacher in third grade class are the vocabulary about

colors and numbers. In making the lesson plan, I focused on vocabulary materials based on three basic skills of language; they are listening, speaking and writing.

C. 1. The Teaching and Learning Process in SDN Ngawonggo II Ceper Klaten

English lesson was given in SDN Ngawonggo II Ceper Klaten since 5 years ago, exactly in academic year 2002. English lesson is taught to third, forth, fifth and sixth grade classes. At SDN Ngawonggo II, English lesson still becomes additional lesson and has not been a major lesson like mathematic, Indonesian language, science, and social.

English lesson is given to each grade class once a week. The English lesson is always begun in the first hour in order that the students still have high spirit in studying English that they have never learned before. For example in third grade class, English is taught every Saturday (90 minutes) starting at 07.00 a.m up to 08.30 a.m.

C. 2. The Process of teaching English vocabulary in SDN Ngawonggo II Ceper Klaten

The process of teaching English vocabulary consists of some activities. They are greeting, introducing the material, explanation of the material, exercises and ending the lesson.

1. Greeting

Before beginning the class, the teacher greeted the students.

The teacher did greeting to encourage the students to apply their

English ability such as greeting in their daily life and also as their habit when they met someone for instance. The greeting usually done between the teacher and the students was as follow:

Teacher: “Good morning, students?”

Students: “Good morning, teacher”

Teacher: “How are you today?”

Students: “I am fine. Thank you, and you?”

Teacher: “I am fine too.”

After the greeting, the teacher checked their presence first.

The teacher called the name of the students one by one based on the list. It was useful to know the students readiness and to know the condition of the class.

2. Introducing the Material

The teacher gave brainstorming related to the material before the new material was given and taught to the students. The brainstorming helps the students to introduce the new material that they will learn next. Brainstorming makes the students easier to comprehend the new material. The activity done by the teacher in brainstorming was giving the students some simple questions which have relation to the new material. The students would answer the questions from the teacher orally.

The examples of questions for brainstorming with the topic colors were as follow:

What color is your shirt?

What color is the black board?

What color is your book?

What color is my pen?

What color is your skit?

What color are your shorts?

The activity done by the teacher after brainstorming was giving the explanation about the new material to the students. The teacher asked the students to do something using simple English command like “Ok, now open your book on page 2”. After that, the teacher began to explain the topic to be discussed.

3. Explain the Material

In this part, the teacher gave a clear explanation about the topic. The teacher discussed the material orally and in written form on the blackboard. The oral explanation was repeated twice or more to make the students understand about the explanation. The teacher repeated the explanation because the students could not catch the explanation only once.

The English lesson of third grade elementary school is mostly learning vocabulary, because the third grade of elementary school is focused on the basic English. The teacher used pictures or real visualizations to introduce the new vocabulary to the students. The pictures and real visualizations help the teacher to explain

about the meaning of a word. By using the picture, it made the students easier to understand the meaning of new words and to remember new word given by the teacher.

The example of the activities above was the teacher introduced new vocabulary about colors. The teacher showed the card which has been colored then the student would answer by saying the word of the colored card showed by the teacher. When the students were wrong in pronouncing the word, the teacher would give example how to read the color in English correctly. The teacher asked the students to repeat until their pronunciation was correct.

4. Exercise

The next activity in teaching English vocabulary process was giving some exercises. The exercises given were based on the materials from “Kreatif Berbahasa Inggris” book. The book consists of three basic skills of English such as speaking, listening and writing. Through this book, the students could practice the exercises easily because the level of the difficulty on this exercise is low. Every unit was completed with some pictures. It made interesting to be studied and improved the motivation of the students in learning English in each activity.

The exercises materials of “Kreatif Berbahasa Inggris” book are divided into several activities:

1. Speaking activities

a. Substitution drill

The activity in speaking and listening done by the students were listen and repeat activities. In these activities, the students listen and repeat what the teacher said. The teacher read the word at first and then the students repeated it. The teacher read the word three times until the students could pronounce the word correctly. After they could pronounce correctly, the teacher asked the students to read again the word by them self. For example:

Teacher : yellow

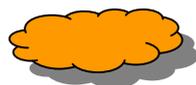
Students : yellow

2. Writing activities

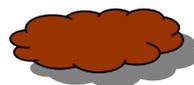
a. Complete the words

The activity on this exercise was the students were asked to complete the word. After the teacher gave the time to do that task, the teacher asked some students to write their answer on the blackboard and then asked them to read it.

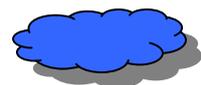
For example: - complete the word!



O _ _ _ N _ _ _



_ _ _ _ W _ _



_ _ _ U _ _

b. Answer the questions

In this exercise, the teacher asked the students to answer the question. After the students finished their work, the teacher asked some students to read their answer and tell the meaning.

For example: Answer the questions!

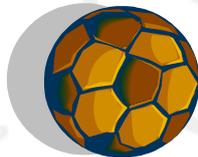


What is this?

.....

What color is it?

.....



What is this?

.....

What color is it?

.....

3. Listening activity

- Listen and repeat

In this activity, firstly the teacher asked the students to listen when she read the word. The teacher read the word twice up to three times; in order to make the students could say the

word correctly. After the teacher read the word the student would repeat it.

The example of listen and repeat as follow;

Yellow – Yellow

Black – Black

The teacher also did some activities in SDN Ngawonggo II during the job training. One of the activities done by the teacher when teaching English at third grade elementary school of SDN Ngawonggo II was game. This activity could make the students more interested to learn English.

Game is helpful for the students in learning activities. Game can increase the students' motivation to learn higher knowledge. Sometimes the students felt bored when the teacher gave explanation about materials, so that the teacher chose game as the way to teach English to the students and to make the boring situation became interesting.

The example of the game done by the teacher was flash cards game. The following explanation is the rule of the game; a pair of the student is asked to stand in front of the class. The teacher mentions the color in English and then the students are asked to look for the color cards which have been spread out on the table. The student getting the card first is the winner.

5. Ending the Lesson

Before ending the lesson, the teacher reviewed all of the material discussed. The purpose of reviewing all of the material was to make the students more understand the lesson. If there was any material that the students did not understand, the teacher would give opportunity to the students to ask again. The teacher gave the students homework so that they could practice their understanding for the next lesson. The teacher closed the lesson by saying “Good Bye. Have a nice day” to the students and then the students replied it with the same answer.

D. The Difficulties of English Teaching Vocabulary Process for Children at SDN Ngawonggo II Ceper Klaten

During the job training at SDN Ngawonggo II, I had found some difficulties in teaching and learning process. The difficulties were often related to the problem faced by the teacher and students. I described the difficulties based on the interview with some students and also the experiences during the job training as English teacher at SDN Ngawonggo II Ceper Klaten.

1. The problems of the students

- Memorizing the English words

The students often felt that it was difficult to remember the English words. It could be seen when the teacher asked the students to mention colors in English, the students could not mention it.

The solution for this problem was the teacher asked the students to say the words for several times and then wrote the words in order to help them to memorize the words.

- Pronouncing the word

The students felt difficult to pronounce some words which sound unfamiliar for them. The students made a mistake when the teacher asked them to say the words. The students usually mispronounced when they pronounced the words. The students still considered that the way to say the English word was still same with the Indonesian language. For example: the students were wrong in pronouncing the word “white” [hwait]. The students still say it [wite].

To solve this problem the teacher taught the students how to pronounce the words and asked them to repeat the words frequently.

- Writing English

The students often made mistakes in writing the English word. The students could not differ between spelling and writing. The students still considered that the English word was same with the word in Indonesian language, so they still applied it in their writing skill. For example; “white” (wait), “blue” (blou).

To solve this problem the teacher wrote the word in the blackboard then asked the students to write it on their own book.

2. The Problems of the Teacher.

- Big class

The third grade of SDN Ngawonggo II had a big class. In this class there were 40 students. This situation made the teacher found difficulty to control and also to get attention from the students especially when teacher gave explanation and instruction to the students to do exercise. The teacher also faced the difficulty while writing exercise on the blackboard. The students sitting in the back often complained and also scream because they could not see the teacher writing on the blackboard. This situation caused them became noisy.

To solve these problems the teacher moved around and spoke loudly to make the students could catch all of the materials. The teacher also checked and moved around the class when the students do the exercise.

- Uncooperative students

The teacher often tried to speak English in several activities such as greeting and command to make the students became familiar with English. But when the English class activities began, the students rarely applied the English language taught by the teacher. The students still used their mother tongue when the teacher asked them to speak in English. This situation showed that the students uncooperative during the English lesson class running. For example, The teacher showed the card which the color was red, and then the teacher asked to the

students “What is the color?”. The students usually answered the question in their mother tongue” Warna merah, bu!”.

The solution for this problem was the teacher kept reminding the students to use English when they wanted to answer the question given by the teacher and giving them praise like “good students” if they could answer the question correctly.

- Handling the students

One of the characteristic or type of children is they like playing. They prefer playing to studying. They always play with their own world. They play with their classmate or doing something that does not related with the lesson. So, it was difficult for the teacher to make them concentrate and focus on the lesson which they learnt.

To solve this problem the teacher should understand and know the characteristic of the children. The teacher should make the teaching and learning activities become interesting for the students. One of the activities which can be done by the teacher is game.

CHAPTER IV

CONCLUSION AND SUGGESTION

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:

I. The process of teaching and learning English vocabulary in SDN Ngawonggo II Ceper

The English teaching and learning in SDN Ngawonggo II Ceper Klaten is taught to third, fourth, fifth and sixth grade class. The focus of observation is third grade class, because the third grade class is primary level in learning English. Teaching English vocabulary process for third grade class is begun at the first hour and it is conducted during 90 minutes starting at 07.00 a.m up to 08.30 a.m.

The process of teaching English vocabulary consists of some activities done by the teacher. The activities make the process of teaching English vocabulary run well. The activities done by the teacher are:

- a. Greeting
- b. Introduction the material
- c. Explanation of the material
- d. Exercises
- e. Ending the lesson

The vocabulary materials used in every lesson based on three basic skills of language, they are;

1. Speaking activity

The students can practice the speaking activity through substitution drill. This activity is useful for the students because through this skill they can pronounce the English words correctly.

2. Writing activities

The students practice to fill in the blanks and answer the questions as the activities in writing skill. The students can practice to write the English words by doing these activities.

3. Listening activity

The skills learnt by the students in this activity are listening and pronouncing. Firstly the students practice to listen how the teacher pronoun the English words and then the students practice to pronoun the English words.

The other activities done by the teacher to support the process of teaching English vocabulary is game. Game is helpful for the students in learning activities. Game activity can make the students more interested to learn English. The kind of the game in supporting the class activities is flash cards game.

II. The difficulties of teaching English vocabulary process in SDN Ngawonggo II

Ceper Klaten

1. The problems of the students

- a. Memorizing the English words
 - b. Pronouncing the words
 - c. Writing English
2. The problems of the teacher
 - a. Big class
 - b. Uncooperative students
 - c. Handling the students

III. The solutions of the teaching English vocabulary process in SDN Ngawonggo II Ceper Klaten

1. The solutions of the students' problem
 - a. The teacher ask the students to say the words several times and to write the words
 - b. The teacher teach the students how to pronounce the words and ask them to repeat the words frequently
 - c. The teacher write the words on the blackboard then ask the student to write it on their own book
2. The solutions of the teacher's problems
 - a. The teacher move around the class and speak loudly
 - b. The teacher keep reminding the students to use English when they want to answer the question given by the teacher
 - c. The teacher gives the students interesting activity such as game

B. Suggestion

Based on the result of this final project report, I present the suggestion to:

1. SDN Ngawonggo II Ceper Klaten

It will be better if English lesson in SDN Ngawonggo II Ceper Klaten is introduced to the students at the earlier time. It is important to introduce English not only in the third, fourth, fifth and sixth grade class but also in the first and second grade class. At the first grade class the students still have big motivation to learn new language, so it will be better if we introduce English at the first and second grade class. Besides, SDN Ngawonggo II Ceper should complete the facilities which can support the English class activities. The facilities like game equipments, storybooks and picture cards should be increased to make the students' motivation in learning English increase.

2. The English teacher

The teacher should play the roles effectively during the class. The teacher should be able to manage the class and to control the students in order to create the class conducive. Besides, the teacher in SDN Ngawonggo II Ceper should be more active in motivating the students to use English language.

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