

**Teaching english vocabulary for the 4<sup>th</sup> grade students in sd**

**muhammadiyah 23 Semanggi**

**Surakarta**



**FINAL PROJECT REPORT**

Submitted As Partial Requirement in Obtaining Degree in the English Diploma in  
The English Diploma Program, Faculty of Letters and Fine Arts  
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**SEBELAS MARET UNIVERSITY**

**2007**

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

English is one of the languages in the world and becomes the international language. It is the most widely spoken language now. English is used as main language when peoples communicate with other people from different nation, with different cultures and habits.

In language teaching, vocabulary is an important part for learners. It is very important in the first time for learning English and it is the basic matters in teaching and learning. Learners need to learn what words mean and how to make the sentences from the words. They will be easy to understand the sentences if they learn that words as a single item. For example, the teacher should help them to remember some words; the teacher can use a picture. It will give more understanding about the meaning of those words.

The importance of English vocabulary in English learning is one of the reasons why vocabulary should be given as a part of English lesson in primary school. More students get English lesson in primary school for the first time, so giving English vocabulary lesson correctly is absolutely important including the pronunciation and the meaning of the new words.

The teaching methods must be practical in class to obtain the best result. By using the teaching methods, the students can understand English easier. The teacher also must employ the right methods and give the suitable materials according to the needs of the learners.

The writer is interested in teaching elementary school, so the writer held the job training as an English teacher in elementary school at SD Muhammadiyah 23 Semanggi. The writer taught the students of 3<sup>rd</sup> grade and 4<sup>th</sup> grade, but the writer focuses on teaching experience in the 4<sup>th</sup> grade as the source of the data used in this final project.

Based on job training, this final project will discuss about what is the method used in teaching vocabulary? And what are the difficulties faced by teacher in teaching vocabulary? The writer presents discussion and report entitled “Teaching English Vocabulary for the 4<sup>th</sup> grade Students in SD Muhammadiyah 23 Semanggi, Surakarta”.

## **B. Objectives**

Based on the background above, the objectives of this final project report are as follows:

1. To find out the method used in teaching English vocabulary to the 4<sup>th</sup> grade students in SD Muhammadiyah 23 Semanggi, Surakarta
2. To find out the difficulties faced in teaching vocabulary to the 4<sup>th</sup> grade students in SD Muhammadiyah 23 Semanggi, Surakarta.

### **C. Benefits**

The writer hopes this final project can give the benefits :

1. To the English teacher at SD Muhammadiyah 23 Semanggi

This final project can be used by English teacher at SD Muhammadiyah 23 Semanggi as the reference about the methods and solutions in English class

2. To the students of English Diploma

The writer hopes that this final project report can give the advantages and add the information to the students of English Diploma who are interested in teaching English to young learners.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Teaching**

Teaching is a part of the teaching – learning process activity usually done by teacher in teaching the subject to the student in order to build the student's understanding about the subject they are learning.

According to the Oxford Dictionary, the definition of teaching is “to give instruction to somebody or give somebody knowledge“(1995:425). Meanwhile, Douglas Brown said, teaching is “showing or helping some one to or do something, giving instructions,

guiding in the study of something. Providing with knowledge, causing to know or understand “(Brown, 1994:7). Related to those definitions, teaching can be defined as the effort of the teacher in giving knowledge and sharing the experiences to guide somebody (students) in order to make them understand about the subject they are studying.

The teacher as a bridge connecting between materials and students gives all the material, knowledge, and information to the students in order to help them know about subject matter and practices new skill to them.

To be a good teacher, someone should notice the following ideas:

- 1) A teacher should make her/his lesson interesting
- 2) A teacher must love her/his job
- 3) A teacher should have her/his own personality
- 4) A teacher should have lots of knowledge
- 5) A teacher is an entertain<sup>4</sup> a positive sense not in negative sense.

(Harmer, 1998:1-2)

For students, motivation is very important in teaching and learning activity. If they do not have motivation, they also do not want to study anything. The students need a teacher to teach them because the teacher can become a special motivation for the students to study well.

For that reason, the teacher can make the students interested in learning English, so that it becomes easier for the teacher who wants to present vocabulary to the students.

## B. Teaching Vocabulary

Vocabulary is very important in English teaching and learning. If the learners do not know the meaning of the words, they have difficulty in understanding what they see, read, and learn. Their vocabulary will increase if they read more words. This reasons makes vocabulary very important, a bad vocabulary will cause bad understanding of the text.

Recognition of the meaning- making potential of the words mean that vocabulary becomes a learning objective in its own right. Vocabulary acquisition is the largest and most important task faced by the language learners.

Mc Charty said, “The biggest component of any language course is vocabulary” (Mc Charty, 1990: vii). According to Bowen and Mark “it is self-evident that even if you know the grammar and the rules communication of a given language, if you do not know enough vocabulary you will not be able to express yourself adequately” (Bowen and Marks, 1994: 91). Allen says “Students who do not learn grammar along with vocabulary will not be able to use language for communication.”(Allen, 1983: 49). We can make conclusion that the first time for someone studying a language is vocabulary. To express something, we must know about many words in order that we can be easy to show what we mean.

In this case, the teacher has an important role in teaching vocabulary to the students. The way in explaining the materials and

pronouncing the vocabulary becomes the great challenge for the teacher. The teacher must be able to make the students understand the materials. This can be done by giving more practices and exercises. Usually, the teacher makes the lesson plan before they teach in order to make teaching vocabulary easier.

### **C. Vocabulary Teaching to Children**

Teaching vocabulary to children is different from teaching it to adults. In this case, the vocabulary teaching is focused in teaching vocabulary as a second language for children.

McCharty gives his opinion that “As few as eight to twelve new items may be appropriate (eight for elementary, twelve for advance) per sixty minutes lesson for truly productive learning to take place” (McCharty, 1990:117). It means that in teaching vocabulary to children we must give them new vocabulary less than ten, so that it becomes easier for children in learning vocabulary.

In teaching vocabulary, it is important to list the words in one group that have something in common, for example group of fruits, animals, vegetables, etc. It can make the children easier to remember the meaning, because it becomes the most important thing in learning vocabulary. In her book entitled *An Introduction to Teaching English to Children*, Susan House (1997) said, “...then by trying to understand better how children learn we will have more understanding on how to teach

them”. It means that teachers have to learn first about the way children learn and then decided how to teach them.

Children have certain characteristics that teachers should consider.

Some of the characteristics of children are described as follows:

- 1) They understand situation more quickly than they understand the language used
- 2) Their own understanding comes through hands, eyes, and ears
- 3) They are very logical--what you say first happened first
- 4) They have a very short attention and concentration span
- 5) Young children sometimes have difficulty in knowing what is fact and what is fiction
- 6) Young children cannot decide for themselves what to learn
- 7) Young children love to play, and learn best when they are enjoying themselves
- 8) Young children are enthusiastic about learning.

(Scott and Yteberg, 1990:2-3)

It is the first time for children to learn English, so teachers have to be patient in teaching vocabulary to them. At the beginning, we just give students less than ten words or vocabulary. Teachers should help the students memorize and remember the new words.

The characteristic of students is complex, so it makes the teacher difficult to engage with them. Before the teachers teach the students, they



should understand the characteristics of their students. For children, only words are not enough to learn. Most activities for young learners should include movement and sense.

#### **D. Method of Language Teaching**

In language teaching, method is really needed to introduce English as a second language for students in elementary school. Method is the most important in teaching some subject, so it must be appropriate with the condition of the students in order to make students easier in learning something. A good method will give a good result.

According to Douglas Brown in his book entitled *Teaching By Principle*:

“Method is generalized set of a classroom specification for accomplishing linguistic objectives. Methods tend to be primarily concerned with the teacher and student’s roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing and materials. They are almost always taught of as being broadly applicable to a variety of audiences in a variety of context” (Brown, 2001:51).

The understanding about the type of the teaching method will give us a good point of view about the appropriate teaching method that will be used.

According to Dyane Larsen – Freeman in her book *Techniques and Principles in Language Teaching*, there are many methods that can be employed in teaching language, they are:

1. The Grammar- Translation Method, the features are as follows:

- Use the mother's tongue in medium instruction
- The primary skill to be developed are reading and writing
- An important goal is for the student to be able to translate each language into the other
- The ability to communicate in the target language is not the aim of foreign language instruction.

2. Direct Method, the features are as follows:

- The native language should not be used in the classroom
- Grammar should be taught inductively
- The purpose of the language learning is communication
- Reading in target language should be taught from the beginning.

3. The Audio- Lingual Method, the features are as follows:

- Target language is the medium of instruction
- The purpose of the language learning is to learn how to use the language to communicate
- The major objective of language teaching should be for the student to acquire the structural patterns; student will learn the vocabulary afterward.

4. Communicative Approach, the features are as follows:

- Language is used in real context
- The target language is a vehicle for the classroom communication
- Communicative competence is the method's goal.

(Larsen- Freeman, 1998:126)

From the explanation above, we can conclude that the most suitable language teaching methods used to teach the 4<sup>th</sup> grade elementary students are the Direct Method and Grammar Translation Method. This language teaching methodology uses the mother tongue in explaining the materials. Using the mother tongue will be helpful for the 4<sup>th</sup> grade elementary students to comprehend the English subject, because English is a new language for them.

### **CHAPTER III DISCUSSION**

#### ***SD Muhammadiyah 23 Semanggi, Surakarta***

##### **1. Profile of SD Muhammadiyah 23 Semanggi**

SD Muhammadiyah 23 Semanggi is one of elementary schools in Surakarta. It is located at Serayu Street, Semanggi, Surakarta. SD Muhammadiyah 23 Semanggi was established in 1979 and formerly directed by Sucipto Samidi, BA. In its history SD Muhammadiyah 23 Semanggi has experienced change of headmasters five times and now, SD Muhammadiyah 23 Semanggi is led by Suyadi, A. Ma. Pd.

SD Muhammadiyah 23 Semanggi has Vision and Mission to improve the education system and motivate the teachers and students. The Vision of SD Muhammadiyah 23 Semanggi is to build the image of the students to be a faithful, pious, clever, discipline, and responsible Moslems. Meanwhile, the Missions of SD Muhammadiyah 23 Semanggi are as follow:

1. Applying the religion theory
2. Avoiding a bad behavior

3. Fostering and improving the students' potential and the students' achievement
4. Following all the school's rules.

SD Muhammadiyah 23 Semanggi is built in an area of 400 square meters. It consists of two floors. The whole building is designed for the headmaster's room, teacher's room and classrooms. SD Muhammadiyah 23 Semanggi has twelve classrooms. Each grade consists of two classes; A and B. There are also some facilities like library, laboratory, mosque, canteen, bathroom, kitchen, school health center, warehouse and parking area. Every room has its own facilities used by the teacher and the students to make their activities run well.

In this academic year, SD Muhammadiyah 23 Semanggi has 327 students. It is led by a headmaster whose responsibility is to handle the education system. Besides, there are 19 teachers responsible for teaching and learning activities.

## **2. Curriculum applied in SD Muhammadiyah 23 Semanggi**

Curriculum is a set of program and arrangement about purposes, content, and instructional material. It is completed with the guidelines of teaching activity implementation. Curriculum applied in SD Muhammadiyah 23 Semanggi is Curriculum Based on Competence (KBK). In the Curriculum Based on Competence, there are many competences that must be achieved by the students, namely:

- \*1. Graduate Competence : Graduate competence is the competence which includes the knowledge, skill, and the norms reflected in the thinking and act habit that must be achieved by students after finishing certain level.
2. Curriculum Cross Competence : Curriculum cross competence is the competence which includes the knowledge, life skill, attitude, and the norms reflected in the thinking and act habit that must be achieved by the students. The results of this competence need to be achieved by the whole subject learning.
3. Lesson Cluster Curriculum : Lesson cluster curriculum is the competence which includes the knowledge, skill, and the norms reflected in

the thinking and act habit that must be achieved by students after finishing certain lesson.

4. Basic Competence : Basic competence is the competence which includes the knowledge, skill, and the norms reflected in the thinking and act habit that must be achieved by students after finishing an aspect or sub aspect of certain lesson.

Moreover, in the Curriculum Based on competence (KBK), the Indonesian government has decided to give English as a compulsory school subject to the children earlier at formal education, beginning at 4<sup>th</sup> grade of Elementary School until the Senior High School.

*\*Taken from Kurikulum 2004, Pedoman Pengembangan Silabus Dan Model Pembelajaran Tematis SD*

### **Job Training Activities**

English Class Observation

The condition of the 4<sup>th</sup> grade students

Class observation at SD Muhammadiyah 23 Semanggi was done by the writer at the time of job training on February, 5<sup>th</sup> 2007. The writer taught the 3<sup>rd</sup> and 4<sup>th</sup> grade students, but the writer chooses the 4<sup>th</sup> grade students as the focus of observation. It is because the English lesson, based on KBK, begins to be taught in the 4<sup>th</sup> grade classes.

Physically, the condition of the classroom observed is good enough and conducive for teaching and learning activities. The class has door, some windows, and air circulation. It is also provided with a big fan, two lamps, map, cupboard and some pictures.

Inside the classroom, there are 16 students' desks with their chairs. Besides, there are 29 students of each class of the 4<sup>th</sup> grade students. During the teaching and learning activity, sometimes the class was noisy when the students did not pay attention to the writer's explanation.

Sometimes, they were still talking with each other or busy with their own activities when the writer was presenting the materials. But, when the writer warned them, they were silent and listened to the writer's explanation. So, it can be said that the writer's control is very important to make classroom conducive.

In the 4<sup>th</sup> grade class, they like activities that can make them happy such as singing a song or learning language through games. They are very enthusiastic when the writer asks them to sing a song that the writer writes on the whiteboard. Besides, they also always cooperate with the writer especially in answering the questions or doing the writer's command.

Some of them do not read well. It makes teacher difficult to teach the material, but teacher always gives the students reading text to develop their reading habit.

Some of the 4<sup>th</sup> grade students can receive the lesson well. It is clearly seen from their examination mark. The girls achieve mostly good marks compared to boys because the girls are more active than boys.

#### The English Teacher

The English teacher of SD Muhammadiyah 23 Semanggi is Mrs. Ida Rahmawati, S.Pd. She teaches English class for 1<sup>st</sup>-6<sup>th</sup> grades of elementary school since 2002. She graduated from Faculty of Teacher Training and Education, Muhammadiyah Surakarta University (UMS) in 2000.

#### The Teaching Material

Teaching material is one of the most important things in teaching – learning process. It is very helpful to organize the teaching activity, by providing a path through compact mass of the language to be learned. Besides, it also provides the stimulus in learning. The textbook, as a handbook, used by the English teacher for the 4<sup>th</sup> grade students is *Grow with English Book 4*, Published by PT. Erlangga. There is no more book as references in teaching and learning English process in SD Muhammadiyah 23 Semanggi.

#### The Evaluation System

In order to know how far the students master the lesson, the teacher prepared the instrument of the evaluation that consists of some exercises, homework, and rehearsal test. In every unit of the handbook,



the teacher provided the students with some exercises and homework. The homework usually was done before the new material. The teacher also conducted the rehearsal test after 1 topic or unit. The final semester exam was carried out together with the other subjects. The type of the test consists of short answer question, multiple choices, matching, etc.

#### The Student's Reaction

Based on the observation, the writer could say that the students basically were interested in studying English. They were ready to follow the lesson. Every person has his own notebooks. They never forget to bring it in every meeting. When their teacher rechecked their homework, the teacher found all students did it. In the class, they were responsive and enthusiastic enough to follow the lesson. When the teacher wrote the material on the whiteboard, the students copied them. Unfortunately, this condition did not last long. The next 20 minutes the students would feel bored to follow the lesson. They started to make noise by chatting with their friends. By interviewing some students, I know that it was because the way the teacher was teaching was monotonous.

#### The Making of Lesson Plan

In teaching, the teacher must have lesson plan in order to make the material given to the students can be controlled and always in curriculum concept. Therefore, before presenting the material, teacher has to make lesson plan for each topic. This is an important point to the teacher, if they want to be successful in teaching activities. The lesson plan is arranged in order to make the delivery process of the material can be easily accepted by the students. Besides, the allocation of time can be arranged according to schedule that has been determined.

The lesson plan is made by the teacher in every meeting to organize the class. It consists of teacher's and students' activities in teaching and learning process. One lesson plan consists of one material used for one or two meetings. The lesson plan is divided into four sections. They are: Building Knowledge of Field, Modeling of Text, Joint Construction of Text and the last is Individual Construction. Each section has different aims and activities, both for teacher and students.

a. Building Knowledge of Field

The first part of the four sections of lesson plan is called Building Knowledge of Field. It is also as a warming up activity before the lesson begins. In this section, teacher introduces the material that will be discussed. It includes things to prepare, vocabulary and grammar.

Listening and speaking skill are given in this section. Students can learn how to give comment or opinion well. Besides, this section is one of the efforts done by teacher to make the students interested in the theme learned. The activity in this section consists of question and answer between teacher and students.

b. Modeling of Text

In this second section, teacher explains the materials. Teacher should act as a resource. In addition, teacher should explain the material clearly. To make students understand easily, the teacher should give some examples related to the material. Teacher also asks the students to make question if they do not understand the material.

c. Joint Construction of Text

The third section is used to construct the text together. It is used to measure the students' progress in the teacher's explanation. In this section, teacher asks students to do exercises related to the theme of the

material. Usually teacher asks the students to make a group or couple to discuss a certain topic.

#### d. Individual Construction of Text

The last section is called Individual Construction. It is used to measure the students' progress in responding to the teacher's explanation. This section is different from Joint Construction of Text. In this section the students do the exercise individually. Usually it is in the form of homework.

#### The English Class Activity

This part discusses the English class activity of the 4<sup>th</sup> grade students in SD Muhammadiyah Semanggi. In conducting the English class activities, the writer has some aids, such as the handbook, whiteboard, etc. The class activities can be described as follows:

##### 1. Greeting

The writer greets the students after she enters the class by saying "Assalamu'alaikum Wr. Wb", and usually the teacher will continue in English as follows:

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 thank you.

After greeting, the writer usually checks their presence first. The writer calls the name of the students one by one, based on the list. It is

useful to know the students readiness and to know the condition of the class.

## 2. Reviewing

After the writer does the greeting, she gives questions related to the previous lesson to the students. She repeats again some of the English materials given a week before to make the students remember the material given.

## 3. Explaining the material

In explaining the materials, the writer gives a clear explanation about the topic which will be discussed in oral or written form on the whiteboard. When the writer gives explanation orally, she reviews the explanation again, because the students cannot catch the explanation only in one time. There is way, in teaching English; the writer also uses Indonesian language.

In giving explanation, the writer always pointed at the material including vocabulary. For the 4<sup>th</sup> grade students, vocabulary is the most favorite lesson. It can be seen from their expression after the writer introduces the new word to them. They always write the meaning of the word in their book directly without being asked. Besides, they often ask the meaning of some words that is irrelevant to the material during the study. The writer also gives vocabulary to the students by showing them pictures with English word under the pictures. Through the pictures they can more easily remember each word.

For example:



#### 4. Exercise

This stage is time for the students to measure their understanding of the new materials. The exercises are taken from the students' textbook entitled "*Grow With English 4*". After the students have done all of the exercises, usually they discuss the answer together with the writer.

#### 5. Ending the lesson

Before ending the lesson, the writer reviews all materials discussed in order to make the students more understand the lesson. The writer also gives opportunity to the students to ask again, if they do not understand any material. The writer always gives the students some homework, so that they can practise their understanding for the next lesson. After that, like what they have done in the opening, the writer closes the lesson by saying "Assalamu'alaikum wr. wb" and "Good bye" to the students, then the students reply it.

## ***Vocabulary Teaching Method to the 4<sup>th</sup> Grade Students***

English is a foreign language for the Indonesians, including the students in elementary school. It still makes them feel strange in studying English. For the 4<sup>th</sup> grade students in SD Muhammadiyah 23 Semanggi, learning English is something new in their life because it is the first time for them to study English formally.

The teaching methods used in teaching English vocabulary in SD Muhammadiyah 23 Semanggi are the Direct Method and Grammar Translation Method. The Direct Method was used because it is considered as the best method to teach vocabulary. On the other hand, The Grammar Translation Method was used with consideration that grammar should be taught along with vocabulary. With this method, students were provided with detail explanation of grammar in their native language; paradigm to memorize, and bilingual vocabulary list to learn.

### ***The Application of Direct Method and Grammar***

#### ***Translation Method***

##### **1. Direct Method**

The application of the direct method was simplified by using picture, chart and labeled object. With this method, the students were given pictures of objects, such as: animals, fruits, vegetables and any other objects, with English label under the pictures.

The pictures and objects given are familiar objects around the students. Therefore, they will directly recognize the name of the objects or pictures in their own language. Beside using the pictures, this method also uses objects such as things around the class, stationary and other things, which students can remember easily.

Firstly, the pictures or figures are prepared. The pictures or figures were stamped on the media like a paper or something else, and then under the pictures, the name of the pictures or figures is printed. Therefore, the students can directly know the name of the thing in their native language. There was no need to tell them the meaning of the words in their own language.

## **2. Grammar Translation Method**

In the grammar translation method, the students were given detailed explanation about the grammatical pattern in their native language. Then, the sentences in their language were translated into the target language. To communicate with the students, the teacher used mother tongue. It makes them understand the materials easily.

### ***English Vocabulary Teaching in the 4<sup>th</sup> Grade Students***

The 4<sup>th</sup> grade students are the students who accept English formally in the first time. They study the basic level of English. They just study simple vocabularies, like name of fruits, animals, vegetables, colors, etc. Grammar is not taught to the 4<sup>th</sup> grade students. Teacher just gives the students basic level of grammar.

Based on the observation done during the job training, the writer is of the opinion that the activities in teaching English Vocabulary to the 4<sup>th</sup> grade students can be presented as follows:

#### **1. Presentation or Explanation**

In an English vocabulary class, the teacher was required to give a clear explanation to the students. To ease the accepting of vocabulary lesson given, the teacher used picture with the name or explanation of the picture below. This way would be more effective because the children could learn the vocabulary easily by looking at the picture.

In presenting and explaining, the teacher reads the names of the pictures one by one with the right pronunciation and gave the meaning of it then the students must follow what the teacher reads together. This activity was done continuously until the students can read it correctly and know the meaning of it.

The students were also asked to read the names or explanations of the pictures one by one without following the teacher or did by themselves. It was used to know how right were their pronunciation. To test the memory of students, one by one, the students were asked to mention the names of the picture or give explanation by looking at the picture but the explanations below it were closed. If they still made a mistake, the teacher would explain it once more.

In the next meeting, the teacher gives new vocabulary material to the students. Here the teacher also gives the vocabulary material taught in the previous meeting, so that the students would still remember that they had already learned and this would add their vocabulary.



During the two months of doing job training, the writer had eight meetings and finished teaching two units of vocabulary material to the students. The textbook used was *Grow With English 4* for class IV.

In the first meeting, the writer was giving vocabulary material of unit I lesson A and B. In the second meeting, the writer was giving vocabulary materials of unit I lesson C and D. In the third meeting, the writer was giving the vocabulary materials of unit I lesson E, F and G. In the fourth meeting, the writer was giving test of vocabulary materials of unit I.

In the fifth meeting, the writer was giving the vocabulary materials of unit II lesson A and B. In the sixth meeting, the writer was giving the vocabulary materials of unit II lesson C and D. In the seventh meeting, the writer was giving repetition of vocabulary materials of unit I and II. And in the last meeting, the writer was giving test unit I and II.

## **2. Exercise**

After explaining the materials, the teacher gave the exercises to the students. This is done to measure the students understanding of the new materials. Usually, teacher made some questions about the material that had been explained. Then the teacher asked some students to answer these questions. Besides, teacher ordered the students to read and spell these vocabularies they learnt.

The students' exercises were taken from the students' exercise book and teacher's handbook to complete the tasks. The teacher also gave the students written exercises. It was made to measure the students' ability in reading and writing. To do the exercises the students were given 15 minutes. Then, the teacher discussed the right answer with the students. The teacher gave the homework to the students.

### 3. The Test

The teacher should give test to the students in order to know the students' accepting of vocabulary lesson given and whether the students pay attention to the teacher's explanation or not. The students' textbook has provided many kinds of questions related to vocabulary material taught. Teacher could give the students test and homework based on the students' textbook easily.

The tests were given in every end of one unit. The question given was about 10 up to 15 questions and made by the teacher on the basis of the textbook. The homework was given in every meeting. It is taken from students' textbook. While in the end of meetings, there was a test of vocabulary materials from all units taught.

There were many kinds of tests given to the students. The first test was Multiple-Choice Test; this kind of test asked the students to choose the correct answer from several choices in each number of the question. The second one was Fill-In-The-Blank Test; this kind of test asked the students to fill in the blank of each question with the correct answer.

Therefore, there were answers in the answer's box that should be filled in. And the last one was True-False Test; this kind of test asked the students to choose the correct answer between true and false based on the question.

### ***The Problems of English Vocabulary Teaching and Learning***

The problems faced by the students in English vocabulary class were firstly related to their memories. They easily forgot the meaning of the words they had just learned before.

Secondly, they got difficulties in pronouncing the words in foreign language. They still pronounced the words as they are spelled.

For example:

- a. The word "cupboard" should be read "kaberd", but they read it "kubord".
- b. The word "under" should be read "ander", but they read it "under".

Another problems were about their interest that influenced their attentions to teacher explanation. As a new, second language, it was not easy to learn, especially for children. Because they got many difficulties in learning this language, it made them uninterested to learn it and as the result, they did not pay attention to the teacher's explanation. This fact made them difficult to learn English vocabulary.

### ***The Solution to the Problems in Teaching Vocabulary***

To solve those problems, the teacher used strategy to attract students' attention in learning English lesson. It was done by giving the material interestingly that was by using pictures. It made the students interested and made them understand what the teacher taught.

The teacher should find out the various ways to teach English to the students. For example: making the role play according to lesson theme, giving motivation through the extra mark for the students, make story related to the material to start the lesson. It indirectly made the students pay attention because they were afraid they could not answer the question if they did not paid attention to the teacher. It made the students remember better about the materials given.

Secondly, with the right pronunciation, the teacher should give explanation of the materials clearly. By giving the right pronunciation, it will help students study the new words easily. Meanwhile, a good relationship between the teachers and students is very important in order that the students have enthusiasm in studying English. The teacher also taught patiently because she faced the children.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### ***A. Conclusion***

From the analysis in the previous chapter, the writer concludes some important points of teaching English vocabulary in the 4<sup>th</sup> grade students.

There are:

1. The methods used in teaching vocabulary are Direct Method and Grammar Translation Method.
  - The application of direct method was simplified by using picture, chart, and labeled object. The students are given pictures of objects such as fruits, animals, vegetables, and etc,

with the English label under it then they are asked to read it. The students can directly know the name of the thing in their native language without translation.

- In the grammar translation method, the students were given detailed explanation about the grammatical pattern in their native language. Then, the sentences in their language were translated into the target language. To communicate with the students, the teacher used mother tongue. It makes them understand the materials easily.

2. The difficulties faced by teacher in teaching vocabulary.
  - The first problem is the students' difficulties in memorizing the new vocabularies given by the teacher.
  - The second problem is the students' difficulties in pronouncing the words.
  - The third problem is the motivation of the students in learning English.

### ***B. Suggestion***

Based on the result of this final project, the writer suggests followings:

1. To the English Teacher in SD Muhammadiyah 23 Semanggi, Surakarta

The teacher in SD Muhammadiyah 23 Semanggi should make the various ways and interesting method to teach English to the students. It is needed to make the students interested in learning English. Besides, the teacher should also add the time in teaching English for 4<sup>th</sup> grade students, for example holding in the afternoon class. It is important to improve the students' competence in learning English.

2. To the English Diploma Program

It is important for the program to have relation with other institution in order to help the students do the job training. The program

especially for the lectures should prepare all the things needed by students during their job training since the theoretical material is far different from the fact on the field.



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