

**THE PROCESS OF TEACHING VOCABULARY TO
ELEMENTARY SCHOOL STUDENTS OF SD NEGERI
SRAGEN 9**



FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the
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Final Project report:

THE PROCESS OF TEACHING VOCABULARY TO ELEMENTARY
SCHOOL STUDENTS OF SD NEGERI SRAGEN 9

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MOTTO

] *I WON'T BEND MY WORDS!*

] *A WINNER IS BETTER THAN A LOSER, AND A LOSER IS BETTER
THAN A LIAR*

DEDICATION

I present my final project to:

- *My beloved parents*
- *Rizqina Arumdani*

PREFACE

First, I would say thank to Allah SWT for all the blessing and the chance given to me. I would also say thank to all people who support and encourage me in writing and finishing this final research report entitled “The Process of Teaching Vocabulary to Elementary School Students of SD Negeri Sragen 9.”

The main reason that attracts the writer’s mind to write this final project report is to give vocabulary as a basic step of mastering English skills for young learners. The writer acknowledges young learners as the treasure of recent generation. The writer thinks if they have a good proper basic step, in future they will get easy in mastering English skills and surpass the previous generation.

The writer hopes his final project report will be a useful reference for the reader and gives them more information about problems in teaching young learners.

The writer

AKNOWLEDGEMENT

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ABSTRACT

Muhammad Taubah Setiawan, 2009, The Process of Teaching Vocabulary to Elementary School Students of SD Negeri Sragen 9, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

The aims of this final project report are to show and to investigate the problems of teaching vocabulary to the second year students of SD Negeri Sragen 9. The writer wants to know the process of teaching vocabulary to elementary school students of SD Negeri Sragen 9 and to reveal the problems during job training.

In collecting the data, the writer uses direct interview and library study. The writer has interviewed some students and teacher staff. The library study is done by reading and studying related references.

The process of teaching vocabulary consists of warming up, presentation, practice, assessment, and closing. The writer finds some problems such as big number of students, limited vocabulary, less discipline students, less confidence students, lack of additional textbook and the way presenting material.

Based on the description above, the writer wants to give some suggestions to SD Negeri Sragen 9. To support the students in learning English, it will be better if school management add more vocabulary picture in each class and add English story books for elementary in school library.

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CHAPTER I

INTRODUCTION

A. Background

Indonesia is a developing country which in the next several years will face globalization era. Indonesia can not deny that. In globalization, everything tends to be worldwide scale or growth to a global scale. Globalization makes the traffic of trade, information, culture, and relationship become easy to enter in every state and the communication becomes more complex.

Globalization means the spreading of liberalism. Liberalism is similar with law of the jungle which tends to choose the strongest as the winner of match or free fight. Indonesia in its state now still needs preparation to deal with globalization. Indonesia has rich natural resources but it is not enough to enter the globalization. There are many aspects which need to be prepared in order to become equal with other country in globalization competition; one of them is mastering the world language.

Language is one of great way to deal with globalization. By mastering certain language, we can communicate with people from certain areas. We can also share ideas or messages with them. If we can master language which is used by people of wider areas, we can take more thing from wider areas. It is different if we only mastered our local language, we can not develop our mind. English is one of international language, if we can master it well, we can communicate with

people from around the world, and we can also get more advantages from mastering it.

One of the way in order to be equal with other country is Indonesia needs to prepare a lot of people who master English. Indonesian who master English well can get along with foreigners well and they also become easy to adapt in overseas. To realize this, government introduce English to all civillian especially the young learners. Government realizes that the young learners are more flexible to master second language than the adult learners. Young learners can achieve a better language skill when they learn English than adult learners.

The young learner will well master English if they can master the basic skills of English. The basic skills of English are speaking, writing, listening, and reading. To prepare the young learners in mastering those skills, they should have a wide range of vocabulary because wide range of vocabulary is the foundation of those skills. Without wide range vocabulary, English learners especially young learners will face more difficulty in the process of mastering English skills. In other words, vocabulary is basic steps in mastering English skills.

SD Negeri Sragen 9 is one of favourite elementary schools in Sragen Regency. This school has many potential students and good image in the society point of view. The writer, through the job training wants to know the process in teaching vocabulary to reveal some English teaching problems in SD Negeri Sragen 9 and give some appropriate and acceptable solutions to the problems.

In this ocassion, the writer decide “The Process of Teaching Vocabulary to Elementary School Students of SD Negeri 9 Sragen” as title of his final project.

B. Objectives

Based on background, the writer sets this final project reports' objectives as below:

1. To present the process of teaching vocabulary in SD Negeri 9 Sragen.
2. To present the problems and solutions in teaching vocabulary.

C. Benefits

1. The writer hopes that this final projects report can be used as an additional reference to improve English teacher when they teach vocabulary.
2. The writer hopes that the final projects report can help the teachers to find out appropriate and acceptable solution of the teaching problem met in SD Negeri 9 Sragen.
3. The writer hopes that his final projects report can be used as a reference for the English Diploma students.

CHAPTER II

LITERATURE REVIEW

A. Teaching

Teaching is a complex phenomenon that takes into account a wide range of personal characteristic, profession skill and specialized bases of knowledge (Cole and Chan, 1994: 2). Teaching is a complex phenomenon because it has process interaction between the teacher and the student. One to another is related and can not be separated.

Teaching is "...a way working students...a process of interaction...the teacher do something to student; the student do something in return." (Syah, 1995: 183) From this definition, Syah concludes that teaching is a way and a process of reciprocity relationship between students and teacher who both of them actively do activities. Good relationship between the teacher and the student supports the process reciprocity in teaching. Only good teacher and good student can create that relationship.

There are some issues that should be highlighted to be a good teacher, such as a teacher should make his lesson interesting, a teacher must love her/ his job, a teacher should have her/his own personality, a teacher should have lots of knowledge, and a teacher is an entertainer in a positive sense not in negative sense (Hammer, 1998:1, 2). This definition contains the responsibility and qualification of teacher in order to create good relationship between the teacher and the student.

B. Young Learner

Young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Philips, 1993: 5). It means that young learner is an elementary school student.

Young learners have more opportunities than adult do (Brumfit, Moon and Tongue, 1997: vii). They are learning all the time without having the worries and responsibilities of adults; their parents, friends and teachers all help them in learning. The main explanation for better learning that have been suggested are as follows:

- a. That the brain is more adaptable before puberty than after and that acquisition of languages is possible without self-consciousness at an early age.
- b. That children have fewer negative attitudes to foreign languages and culture than adults, and that consequently they are better motivated than adults.
- c. That children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than does adult language.
- d. That children devote vast quantities of time to language learning, compared with adults, and they are better because they do more of it.

Young learners learn better than the adult do. They learn everything around them. They absorb the information quickly and keep it in mind permanently.

C. Teaching English to young learner

Tabulates the two sets of first language (L1) and secondary language (L2) (Stern, 1983: 9) terms as follows:

L1	L2
First Language	Second language
Native Language	Non-native language
Mother Tongue	Foreign Language
Primary Language	Secondary Language
Stronger Language	Weaker Language

Considering the two terms above, it is clear that English is second language for Indonesian. It can be concluded that second language means languages, which is not native languages, mother tongue nor stronger language. Language teaching can be defined as the activities which are intended to bring about language learning. (Stern, 1983: 21). To teach English, teacher must have strong basic in English and other related knowledge.

Brown states that to successfully teach children a second language require specific skills and an intuition that differ from those appropriate for teaching adult (Brown, 2001:87). Teachers need to master the language properly and have good competence, skills and methodology in teaching children (Brumfit, Moon and Tongue, 1997: vii). Young learners learn from beginning. It is crucial to teach them using right and proper skills to prevent misguidance.

To improve English ability of young learners, the teacher must be creative. Don't rely on the spoken word only, most activities for the younger learners should include movement and involve the senses. You will need to have plenty of objects and pictures to work with, and to make full use of the school and your surrounding (Scott and Ytberg, 1990:5). By this way, young learners will be able to learn English quickly because they can use it daily at school.

D. Teaching Vocabulary

Child learns new language from what they hear and they use their ability to imitate a sound of a word from the adult (Fletcher and Garman, 1986: 210). Young learner easily to imitate a foreign word from the adult even they do not know what it means. The teacher can help them to reach their full potential by teach vocabulary. Vocabulary is central language and words are of critical importance to the typical language learner (Cheryl, 1997:5). Teaching vocabulary is useful because young learners already have imitation ability as natural ability. The functions of teaching vocabulary are to guide them in understanding a new word and how to use the new word.

E. Technique of Teaching Vocabulary

Methods are sets of teaching plans, strategies and techniques used to organize classroom practice (Cole and Chan, 1994: 4). The teacher uses methods in order to organize the classroom easily and to transfer the material effectively and efficiently.

The example of teaching vocabulary as follows:

- a. Presenting vocabulary involves showing the form of the word (how it is pronounced and spelt), showing the meaning of the word clearly, giving the students a chance to hear how the word is used. In this method, the teacher uses the imitation ability of young learner and guides them how to apply the word correctly (Doff, 1998:126).
- b. Children are faster learning vocabulary by using audiovisual aid such as picture or real object (Suyanto, 2007:74). In this method, the functions of picture or real object are to help them memorize the word and to attract their attention at the same time.

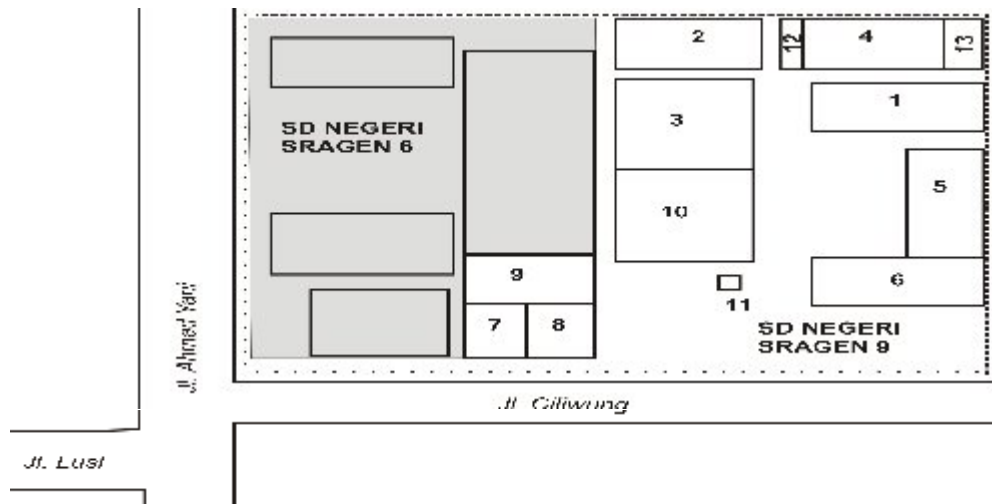
CHAPTER III

DISCUSSION

A. Description of SD Negeri Sragen 9

SD Negeri Sragen 9 is a state owned public elementary school that was built in 1976. The recent headmaster is Drs. Sunardi. He is the twelfth headmaster. There are three male teachers and seven female teachers. The total students of SD Negeri 9 is 251, consisting of 133 boys and 118 girls.

The first location of SD Negeri 9 is at Kutorejo. The recent location is at Jl. Ciliwung no.22, Cantel Kulon, Sragen Kulon, Sragen. The total area of SD Negeri Sragen 9 is about 365 m². The total area which used for building is 245 m². Together with SD Negeri Sragen 6, SD Negeri Sragen 9 shares the same area without any fence between them. The area arrangements can be pictured as follow:



Picture's explanation:

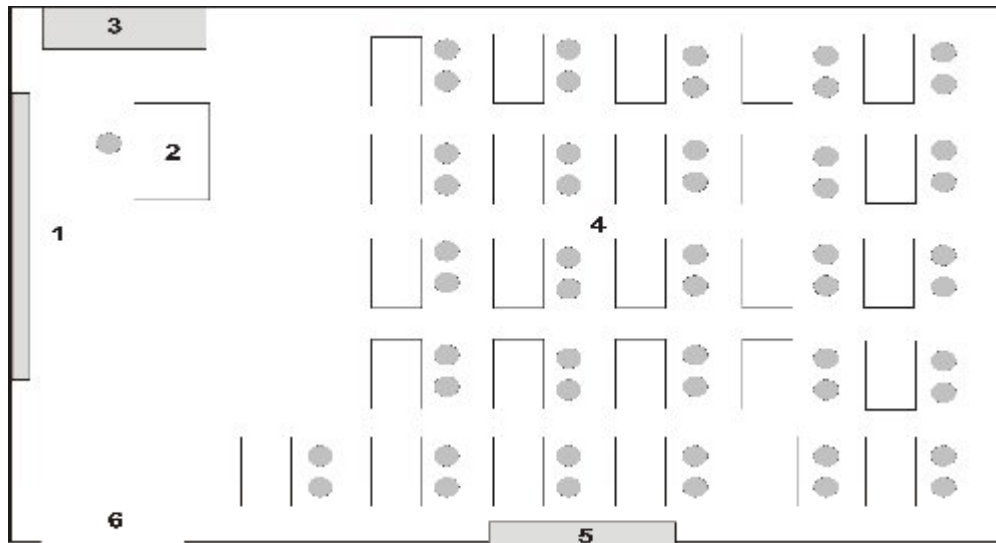
- | | |
|--------------|-----------------------------------|
| 1. Class I | 8. School clinic |
| 2. Class II | 9. Computer room |
| 3. Class III | 10. Headmaster and teacher office |
| 4. Class IV | 11. Flagpole |
| 5. Class V | 12. Toilet |
| 6. Class VI | 13. Canteen |
| 7. Library | |

B. Preparation for English teaching class

1. Class observation

The writer did class observation on January 6th 2009. According to agreement between the writer and headmaster, the writer teaches English from class I to III. The writer came to school on Monday, Wednesday and Thursday, from 07.00 until 10.30 am. Besides teaching English, the writer also teaches computer for additional computer teacher.

Generally, all the classrooms of this school are quite comfortable and quite crowded because of the number of students did not suitable with the classroom capacity. Each classroom is completed by standard facilities, such as curtain, cupboard, garbage can, sweeper, and white board. Besides having standard facilities, class II has additional facilities such as book shelf which becomes the part of the wall. The bookshelf condition is dirty because it is not used for a long time. The seat arrangements of class II can be pictured as follow:



Picture's explanation:

- | | |
|-------------------|-------------------|
| 1. White board | 4. Student's desk |
| 2. Teacher's desk | 5. Bookshelf |
| 3. Cupboard | 6. Door |

Class II is the class which has the biggest number of student in SD Negeri Sragen 9. Class II consists of 52 students, 29 of them are male students. The class II is quieter than other classes but the students of class II have impressive motivation in learning English. Most of them always do English homework. Some of them do the exercise which not explained yet.

2. Material

For English lesson, students and teachers use "Grow with English 2" book that is intended for the students of second year's elementary school students.

This book is published by Erlangga. The additional book is Dinasty which has function as student's worksheet.

3. Lesson Plan

After making class observation, the writer makes lesson plan. Lesson plan gives several advantages to the writer, such as:

- The writer can enrich material that is going to be taught.
- The writer can choose interesting way in transferring material.
- The writer can decide a specific purpose every meeting.

Topic : Animal

Time : 70 minutes (one meeting)

Attendances : 52 students

Skill : Vocabulary

Level : second year of elementary school students

Objectives : Students able to recognize the name of animal

Warming Up

- The writer greets students

The writer : "Good morning, My Dear"

Students : "Good morning, sir"

The writer : “How are you today?”

Students : “Fine...”

- The writer ask student with some question.
 - Have you ever gone to zoo?
 - What animal can you find in zoo?
- The writer explains the objectives of the lesson.

T : OK Students, by the end of this lesson you will be able to recognize the name of animal.

Presentation

- The writer shows pictures of animal.
That is to attract student attention.
- The writer asks students to read the text on the book (page 9).
- The writer asks the students about the name of animal which is pictured on those books.
- The writer writes down the name of animal that being mention just now.
Then the writer reads it loudly and the students repeat it after the writer.
The writer repeats several times.

Practice

The writer asks students to do exercise I, II, III on the book. The writer do the first number as an example. They may discuss it with their friends.

Assessment

The writer shows the picture of animal and then asks the student to recognize what is that animal. The writer asks randomly.

C. The Process of Teaching Vocabulary to Elementary School Students of SD Negeri Sragen 9

English lesson is a compulsory subject applied to all elementary school. English in SD Negeri Sragen 9 is taught in the entire class level. This lesson is taught by two English teachers who have different educational background. They are Mrs. Ernawati, Spd and Mrs. Haryatik. From the title which is written behind their name, it is clear that they come from different background. Mrs. Erna has teacher education background but originally she comes from PPKn department. She teaches English from class I to class V. Meanwhile Mrs. Atik is senior high school graduation. She only teaches class VI. Both of them are temporary teacher. However, they have mastered English well. They can also handle the class so students take great honor to them.

In the first meeting of the lesson, the writer takes a lot of time to control the class. Students always move and talk to their friends. They always have some uncertain and useless business to do. While the writer enters the class, some of the students chase after their friends inside the classroom, some of them are still outside classroom; the bigger student disturbs the little student. The writer asks them to sit down and quit several times because the lesson is started. The writer

still needs to control their students in the classroom while the lesson is being taught. Sometime, some of the students still have conversation with their friends or play with the toys which they have bought a while ago. Students also still do not prepare the material going to be learned. Some of them did not have the Dynasty as their worksheet. Sometimes, the writer attracts their attention by showing picture or knocks the whiteboard. The process of teaching vocabulary consists of several steps; they are warming up, presentation, explanation, exercise, test, and ending the lesson.

First step are warming up. The writer firstly greets the students.

The writer : “Good morning, students”

Students : “Good morning, sir”

The writer : “How are you today?”

Students : “Fine...”

After greeting their students, the writer usually asks the student if there is any homework today. The writer discusses and corrects the homework together with the student. After that the writer asks question related to the material going to be taught as a brainstorming. Then the writer tells the students about the objective of the lesson to encourage students in learning the material.

Next steps are presentation. During the explanation session, the writer explains the instruction using English and then the writer repeats it using Indonesian. In this step the writer explains using songs, pictures, or games.

The students really enjoy singing the song, but sometimes this method of explanation disturbs the other class. There are many students who find difficulties to singing because they can not pronounce the word correctly. This is an example of song that the writer uses.

We Go To The Zoo

Originally is Your Mother Should Know

♩ 120

1 Let's all get up and go to the zoo that was built be- fore your

5 mo - ther was born In te res ting Let's all get up and see ma ny kinds of a ni

9 mal such as the big e le phant long neck gi raffe and long, long, tail mon key

13 a ma zing one ke they are in the zoo

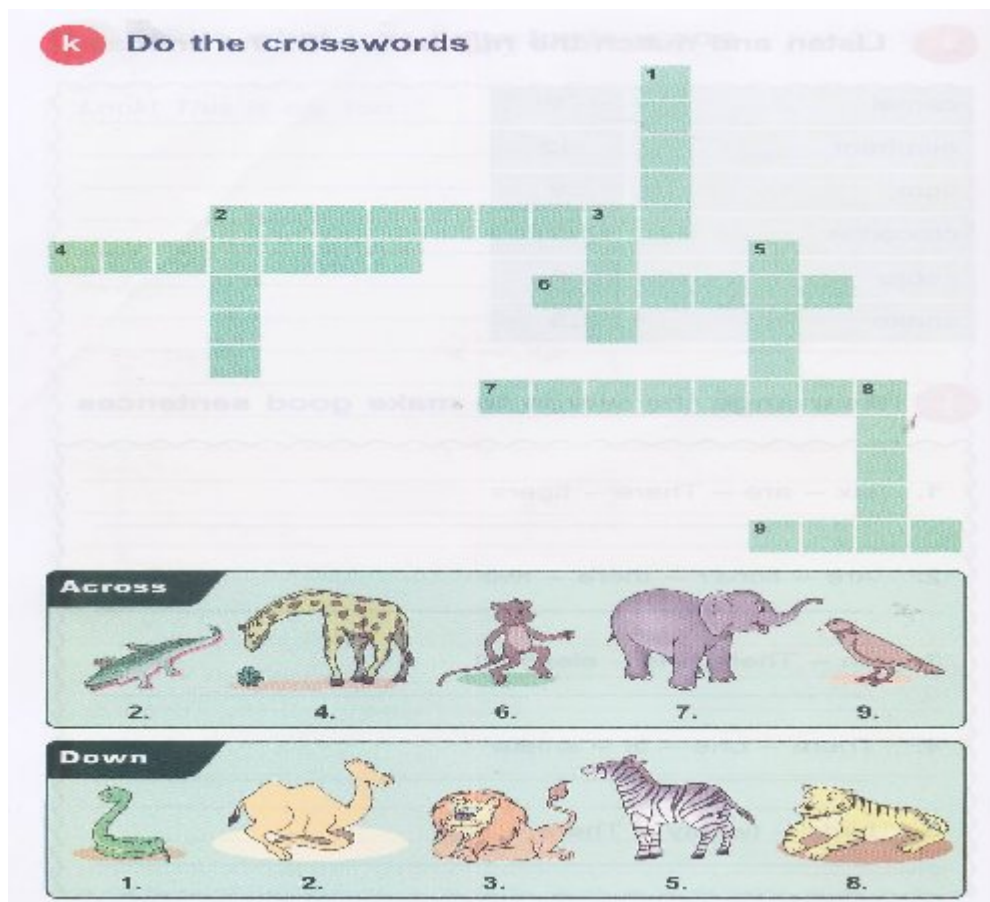
16 4 Li on Ti ger Ca mel Cro co dile Ze bra are the na mes of

22 a ni mal Though they are wild and rough a ni mal they are in the zoo

26 they are in the zoo let's go to the zoo

To attract the student's attention, the writer shows the picture and he pronounces the name of object in the picture. The writer pronounces several times for each picture and the students repeat after the writer. After it, the writer writes down the name of object in the picture and pronounces it word by word. Then, when the writer is finishing writing the name of object, once again he pronounces it.

Besides using songs or picture, the writer also use games to explain the material. The students are very enthusiast to do the game because they are very competitive one to another. Example of the games which used by the writer is crosswords.



While the presentation session some of the students do not pay attention because they enjoy having conversation with their friends. Therefore, the writer persuades them to give more attention to the lesson for several times. The writer gives some questions or asks the students write down a name of object on the whiteboard for the students who became the source of noise. Sometimes, they can not answer the question, then the writer explains if they did not pay attention they will lose some valuable information that being taught and that is mean they only wasting their study time. However sometimes, the writer forces to make his voice louder or pretends to be angry if they can not be tolerating again.

Next, the writer asks students to do some exercises as practice to be done in group intended to make students discuss it. Therefore, they have learned the material together with their friends.

Besides that, the writer also prepares individual assessment. This is intended to check the progress of the students to know the students understanding level by applying assessment. The writer assesses them by several ways, such as matching, arrange the letters, and fill the missing letters.

The writer often asks students if they have something unclear in the lesson that being taught or if they have questions. At least, the writer reviews all the material by giving students several question related to the material. Review has a goal to determine whether students get understanding the material or not. The writer also gives them homework in order to remind them about the lesson today.

D. Discussion

1. Problems in Teaching Vocabulary to Elementary School student of SD Negeri Sragen 9

Teaching process is a process of an activity that is attended by teachers and students. It means both of them have responsibilities during this process, teachers have responsibilities to handle and transfer knowledge to their students. Meanwhile, students have a responsibility to pay attention and seriously learn the lesson given to them. Sometimes it is difficult to create understanding between them. The writer found several problems during his job training; the problems are coming from the writer as teacher and problems coming from the students.

a. Problems from students

The main duty of students is study. It will be much easier to create comfortable teaching and learning process if each student is aware about their main duty. However, some of them did not understand their duty well because they did not pay attention and seriously learn. The student's problems are explained as follows:

1) The big number of the second year students

The number of the student determines the difficulties level in handling the class. It also determines how far the material absorbed by each students. Even experienced teacher needs time to handle them.

The condition becomes worse when several students with less-learning motivation influence their friends. It is annoying for the other students. As a result, students do some useless activities in the class, for example having conversation to their friends and playing with their toys in the class.

2) Limited vocabulary

Vocabulary is a key in learning English. It will be helpful in understanding the text. In class II there are many students with limited vocabulary. They tend not to understand what the writer says and what the text means. It also becomes barrier in receiving the lesson.

3) Less self confidence

Self confidence between one to another student is different. Sometimes, the writer find difficulties how to asses them directly if they have low self confidence. Example if the writer asks them to write down name of object on the board, they shake their head. The writer comes close and looks for their exercise. The writer asks one of the students to read the text or the question, but they appear to be shy. Sometimes the writer feels frustrated by this condition.

4) Less discipline

The second year students have less discipline. When the bell rings, they still play with their friends inside the class or outside the class. During

the lesson, sometimes the girls ask for permission to the writer, because they want to go to the toilet. They used to go to the toilet in three or four. On the other occasion during the lesson, the students ask for permission to buy some text book on the teacher office.

b. Problems come from teachers

The writer has responsibilities to handle students and transfer knowledge to students during the lesson. The writer finds difficulties in teaching his students. Although the writer has planned the lesson, sometimes the real condition is different to the planning. The problems will be explained as follow:

1) Lack of text book

Sometimes, the writer forgets to borrow the textbook from Mrs. Erna a day before lesson. The writer can not prepare a lesson plan which is suitable with the topic on the text book. The writer teaches the lesson by looking at the text book of students who sit in the front row. As the result, the lesson takes more time. The writer also did not have additional textbook. This condition makes the writer depend on a certain textbook.

2) Presenting the material

The writer has some problems in presenting the material. One of them is the writer's experience. It is the first time for the writer to teach elementary students. Sometimes, the writer is confused how to manage the

punctuation lesson on allotted time. The writer targeted to finish a topic in a day, but sometimes the writer needs two days to finish a topic.

c. Solution to the problem

Problems in teaching process come not only from students but also from the writer as teacher. The writer believes that every problem has solution. To solve the problem of big number of the students, the writer creates games to divide them into many groups, asks them to do exercise in a group, or gives additional marks to the students who can perform the task so the writer easily controls them.

The second problem is limited vocabulary. Vocabulary is important in learning English. To solve the problem, the writer usually gives sudden question related to check their vocabulary. To help increasing their vocabulary, the writer brings pictures, singing, or does vocabulary games. The writer also asks students to review the material today in home by giving them homework.

The next problem is less self confidence students. Self confidence determines the activity of the students. Student with low self confidence appeared to be quieter and passive than their friends who have enough self confidence. Even if the writer asks them to do simple thing, they answer by shaking their head and keeping silent. The writer solves this by using jokes to make them relax. The writer always gives applause when a student have a brave to do a thing which asked by the writer, example answer the question, read the text, or write down the name of the object in front of the class, no matter if their answer true or wrong.

The writer says good boy, if their answer is true. If their answer is wrong, the writer says thank you. Sometimes, the writer claps their shoulder to build their self confidence. If those tricks do not work, the writer announces a student who can accomplish the task will get star as additional mark. The writer uses the games to raise their self confidence.

The next solution is intended to solve the problem of less discipline. The writer persuades them by presenting the material in interesting way by singing a songs, bringing pictures, or doing games. As the result they attracted to follow the lesson. The writer does not give permission if the students go to the toilet in a group. The writer also asks them to buy the textbook on the rest time. Sometimes, the writer act explicitly.

Besides, problems also come from teacher. The first problem is less of textbook. To prevent it, the writer asks to Mrs. Erna not to put his textbook on her drawer. The writer also copied the main textbook to make sure the lesson plan tomorrow is working. The writer also borrows some appropriate books from his friends. The writer has more opportunity to enrich his material.

The last solution is to solve the problem in presenting the material. At the first time, the writer fails to finish the target time according to lesson plan. For the second meeting, the writer makes lesson plan which is simpler than before. The writer focuses on transferring the material by setting a simple goal. The writer thinks there is no need to hurry because the need is how to transfer the material in effective ways.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. The process of teaching vocabulary to elementary school students of SD Negeri Sragen 9 consists of several steps, such as:

Warming up

The writer greets the student and asks several question related to the lesson that is going to be taught. The writer also discusses the student's homework at this session.

Presentation

As the directions, the writer uses English and then repeats the meaning in Indonesian. The writer presents the material by singing songs, bringing pictures or doing games.

Practice

The writer asks the students to do the exercise in textbook. They may do it in group.

Assessment

The writer gives individually tests. The form of the tests are matching, arranging the letter, or filling the missing letter.

Ending the lesson

The writer reviews all the material today sketchy. The writer also gives some home works.

2. Problems come not only from students but also the writer as teacher. Since there are problems in the teaching process, the writer provides some solutions to solve the problem explained as follows:

a. Problems come from students

1) The big number of the second year students

The writer usually divides them in a group to do some exercise. The writer easily controls them.

2) Limited vocabulary

To solve this problem, the writer gives sudden question. The writer sings a song, brings pictures, or does vocabulary games to help the students memorize vocabulary. The writer gives home work to keep them study in home.

3) Less self confidence students

The writer acts more friendly to them. The writer gives applause, additional mark and game to make them active.

4) Less discipline students

The solution for this problem is the writer presents the material in interesting way, such as by singing a song, bringing pictures, or doing a game.

b. Problems come from teacher

1) Less of textbook

To solve the problem, the writer copies the textbook and borrows some additional textbook from his friends. This is useful because the writer can prepares better lesson plan.

2) Presenting the material

The main problem in the presenting the material is punctuation of lesson. As the solution, the writer makes simpler lesson plan and makes the second lesson plan to anticipate if the first lesson plan fails.

B. Suggestion

According to the conclusion, the writer wants to give some suggestions as follows:

1. To SD Negeri 9 Sragen

In order to improve the student's vocabulary, SD Negeri Sragen 9 should add more vocabulary picture in each wall of the class. This will make the students able to memorize the name of their surrounding objects. It is necessary to add English story books for elementary in school library.

2. To English Diploma program

The writer suggests English Diploma program to add semester to prepare job training to help students achieving more knowledge related to the job training.

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