

**The process of teaching vocabulary in the 5th grade students of
SDN Priyan Bantul**



FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English
Diploma Program, Faculty of Letters and Fine Arts,
Sebelas Maret University

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APPROVAL OF CONSULTANT

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Final Project Report:

**THE PROCESS OF TEACHING VOCABULARY IN THE 5TH
GRADE STUDENTS OF SDN PRIYAN BANTUL**

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THE 5TH GRADE STUDENTS OF SDN PRIYAN
BANTUL

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MOTTO

♥ Comeback to Allah, because everything except Allah is nothing ♥

♥ I will do the best I can do!!

Everything is possible ♥

♥ TETAP SEMANGAT!!!! ♥



DEDICATION

From the deep of my heart I dedicate this final project report to:

♥ The Almighty Allah SWT

With the name of الله I start to write this final project report.

♥ My Beloved Family, my **MOM** and **DAD**

Valuable advices from you help me to be stronger.

♥ Me myself and I

I have done the best I can do!!

♥ All of my friends

You are the umbrella when there is rain.

PREFACE

This final project report was made based on the job training that the writer did in SDN Priyan Bantul. The title of this final project report is “The Process of Teaching Vocabulary in the 5th Grade Students of SDN Priyan Bantul”. This report explains the process of teaching vocabulary in the 5th grade students of SDN Priyan Bantul, the problems faced by the writer and the solution for the problems.

The writer’s objective in writing this final project report is to fulfil the requirement in obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. This report contains a report of the job training activity in SDN Priyan Bantul.

Finally, The writer hopes that this final project will be useful for the readers, especially for the people who have interest in teaching vocabulary.

The writer

Nhiken Sugiyanta

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never learn how to survive if you leave me here, alone.. Thanks for giving me honest and sincere love.

Finally, I realize that I still need comment and suggestions. I hope that this final project will be useful for the readers.

Surakarta, June, 2007

Nhiken Sugiyanta

ABSTRACT

Nhiken Sugiyanta. 2007. The Process of Teaching Vocabulary in the 5th Grade Students of SDN Priyan Bantul. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report was written based on the job training in SDN Priyan Bantul. The aims of this final project are to explain the process of teaching vocabulary in the 5th grade students of SDN Priyan Bantul, to describe the problems faced by the writer and to give the solution for the problems.

The writer did some activities during the process of teaching vocabulary in the 5th grade students of SDN Priyan Bantul. The activities consist of presentation, explanation, practices, and test. In teaching vocabulary the writer used the techniques of teaching vocabulary. The techniques were using real objects,

using pictures, repetition, mime, and practicing and checking vocabulary. The writer also used games to make the students were not bored after studying many things.

Based on the discussion, the writer finds out the problems during the process of teaching vocabulary in the 5th grade students of SDN Priyan Bantul. The problems are the school condition and the student's condition. Because the students of SDN Priyan Bantul study in the shelter, so the condition is not appropriate to study. To solve this problem the writer tried to make the teaching and learning process enjoyable for the students so the students were happy studying English even though they studied in the shelter. The other problem is the student's conditions. There were some students could not stop talking during the process of study and the students got difficulties in writing and pronouncing the English word. To solve this problem the writer used some ways to make the students respond her lesson. To help the students writing and pronouncing the English word, the writer always wrote down the difficult word and asked the students to read the word again and again until they can pronounce the word correctly.

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CHAPTER I

INTRODUCTION

A. Background to the problem

In the globalization era English as an international language becomes very important. English plays an important role in communication throughout the world. Many people compete to be able to speak English. They join formal or informal education to improve their English. Nowadays, English becomes a need for many people because English gives so many chances to get better life.

In accordance with the development of English, English becomes the first foreign language introduced to students in SDN Priyan Bantul. English is not only introduced to adult but also to children. The elementary school is the right place to make the children familiar with English. For students in elementary school, English is a new thing, in order to make the students easy in understanding the material; the material given for the students in the elementary school must be organized from the easier to the difficult one. The first thing they study is vocabulary. It is the basic matters in learning language. The vocabulary learning in the Elementary school also aims to prepare the

students for the more formal courses in the secondary school.

Vocabulary is very important in learning language. The learner will get difficulties in understanding the new language if they do not know the meaning of the words. Learners need to learn what words mean and how to make the sentences from the words. They will easily understand the sentences if they know the meaning of each word.

During the job training in SDN Priyan Bantul, the writer focuses the teaching process on English vocabulary because it is important for the students as young learners to know a lot about vocabulary if they want to learn new language. For children, English is something new, so they will have many difficulties in mastering it. The writer tries to make the process of teaching vocabulary for the 5th grade students of SDN Priyan Bantul fun and enjoyable.

Based on the background above, the writer presents a discussion and report entitled “The Process of Teaching Vocabulary in the 5th Grade Students of SDN Priyan Bantul”

B. Objectives

The objectives of this final project are:

1. To describe the process of teaching vocabulary in the 5th grade students of SDN Priyan Bantul.
2. To find out the problems in the process of teaching vocabulary in the 5th grade students of SDN Priyan Bantul.
3. To give the solution for the problems in the process of teaching vocabulary in the 5th grade students of SDN Priyan Bantul.

C. Benefits

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

1. The institution

This final project is expected to give the meaningful input for SD Negeri Priyan Bantul in increasing the quality and capability of the students.

2. English teacher

Hopefully, this final project is useful for the English teacher, especially Elementary school teachers. It is hoped that this final project can be an additional reading in teaching vocabulary.

3. The readers

Hopefully, this final project will be useful for the readers to improve their knowledge about the Process of teaching vocabulary in 5th grade students of elementary School.

CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning

Teaching becomes the most important part in learning process. As stated by Brown “Teaching is guiding and facilitating learning, enabling the learners to learn and setting the conditions for learning” (Brown, 2000:7). This activity is carried out by someone to give knowledge to others. To be a good teacher there are some issues that the teachers should point out:

1. Teachers should make their lessons interesting.
2. Teachers must love their job.
3. Teachers should have their own personality.
4. Teachers should have lots of knowledge.
5. Teacher is an entertainer in positive sense not in negative sense.

(Harmer,
1998: 2)

A teacher should have all the requirements above in order to become a good teacher. It is not easy to become a good teacher, the teacher must be able to manage the learning process and motivate the students to have strong motivation and effort to study.

Allan Ornstein stated in his book *Strategies for Effective Teaching*, “Good teachers use and combine a variety of technical skills in ways that create opportunities for learning”. He also stated, “good teachers also know what goals they plan to achieve and how they will move students toward realizing those goals” (Ornstein, 2000:2). It means that teacher gives an important role in the teaching and learning process. Teacher must be able to manage their lesson in order to make the students understand the lesson. Teacher also needs to think carefully about the material that is relevant with the needs and the ability of the students. As stated by Brewster, “the teacher plays an important role in helping children learn how to learn” (Brewster, 1991: 102). A good teacher should know the purpose of his/her teaching activity.

Meanwhile, learning is an activity done by the students during the process of study. Klein stated “learning can be defined as an experimental process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies” (Klein, 1996:13). In accordance with the statement, learning covers a process of someone’s changes in order to be skilled, and experienced. It also covers the process to form the personality of the person as well. Similarly, Brown stated, “learning is a relatively permanent changes in a behavioral tendency and it is the result of reinforced practice” (Brown, 2000:7).

According to David Nunan, “Learning is most often figuring out how to use what you already know in order to go beyond what you currently think” (Nunan, 1992:11). So, by learning activity we can improve our knowledge and develop what knowledge we have had. Learning is important for the students; student must be an active learner in order to make the learning process successful.

Teaching and learning process can be influenced by 2 factors, they are:

1. Internal factors: factors that appear from the learners:
 - a. Age
Learning language will be better if it begins in early age because young learners are enthusiastic and positive about learning. Children are better at language acquisition than adult.
 - b. Motivation
The learning process will be successful if the learners have a strong motivation to learn.
 - c. Personality
Some learners acquire a second language better or faster than others; it depends on their personality. A self-confident learner will be better in learning new language.
 - d. Previous knowledge

The learner's previous knowledge is necessary in the process of learning new language.

2. External factors: factors that come from outside the learners:
 - a. Environment

Environment is important in the process of learning language because environment gives exposure for the learners. In the daily activities, students learn a lot from their environment.

- b. Facilities

The complete facilities help students in learning process. Such as library, language laboratory, cassettes, tape recorder etc. they provide the learning opportunities to help the learners learn language. To fulfil the students needs, students should make use those facilities.

- c. Teacher

Teacher supports the learners in teaching and learning process. Teacher must control the class and pay attention to all students in the class. Teacher also needs a good way in giving knowledge to the students.

(Samiaty, Handout Psychology of Learners, 2006)

B. Teaching Vocabulary

Vocabulary is very important to learn if we want to learn language. A solid vocabulary is necessary in every stage of language learning. McCarthy and Norbert Schmitt stated "no matter how well the students learn grammar, no matter how successfully the sound of L2 (second language) are mastered, without words to express a wider range of meanings, communication in L2 (second language) cannot happen in any meaningful way" (Schmitt and McCarthy, 1990:8). They stated that vocabulary is important to learn in the early stages of language learning, in order to master the L2 (second language).

Similarly, Coady stated, “knowledge of language demands the mastery of its vocabulary” (Coady, 1997:14).

A good vocabulary is really needed in both teaching and learning. If the learners do not know the meaning of words, they will have difficulty in understanding what they see, read and learn. As Linda Taylor said, “Vocabulary is central to language teaching and learning” (Taylor, 1990:ix). So, it is clear that vocabulary is very important in learning new language. If the learners do not master the vocabulary they will not master the language well.

Thornbury stated, “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 words” (Thornbury, 2002:13). It means that if we want to master language well, we must learn all of the parts of the language, not only grammar but also vocabulary.

According to Harmer “students need to learn the text of the language. They need to learn what words mean and how they are used” (Harmer, 1998: 8). It can be concluded that vocabulary is the basic matter in learning language. Learners must be active in their learning process. The more words they read the more words they will add to their vocabulary.

C. Techniques in Teaching Vocabulary

Techniques are very important for teacher in the process of teaching and learning. Teacher needs an appropriate technique when she/he teaches. Teacher should make their lesson understandable and easy to follow by their students.

Norbert Schmitt and McCarthy said, “we concentrated on vocabulary presentation in the classroom very much from the teachers point of view, but success in vocabulary lesson crucially depends on the interaction between teacher and learners.....” (Schmitt and McCarthy, 1990:121). It can be concluded that the technique used by the teacher is very important, but the students also have responsibility to respond their teacher’s explanation if they

want to be successful in the learning process. Students should be an active learner to support the teaching learning process.

According to the book *The Primary English Teacher's Guide*, written by Brewster, there are some techniques in teaching vocabulary:

- Using objects
Introducing a new word by showing the real object often helps students to memorize the word through visualization. Teacher can use object or bring the things to the classroom to help students know the meaning of word.
- Using illustration and pictures
A great deal of vocabulary can be introduced by using illustration or pictures. Visual support helps students understand the meaning and helps to the word more memorable.
- Repetition
Say the word again and again. It helps the students in memorizing the word, because children learn new words relatively quickly but they also forget them quickly.
- Mime, expressions and gestures
Many words can be introduced through mime, expressions and gestures. For example, if teacher wants to introduce “the name of animals” Students can learn the meaning of word by imitating the sound of the animal or the way the animal walks or eats.
- Guessing from context
Encourage students to guess the meaning of words they do not know as much as possible. This will help them build their self-confidence. Students can guess words through illustration, similarity spelling or sound in the mother tongue and general knowledge.
- Practicing and checking vocabulary
Once a new word has been introduced, you will want to provide opportunities for students to practice it and check that they understand it. There are a variety of activities that can be used:

- Matching words to pictures
- Guessing games
- Labeling

(Brewster, 1991: 90)



CHAPTER III

DISCUSSION

SDN Priyan

1. Description of SDN Priyan

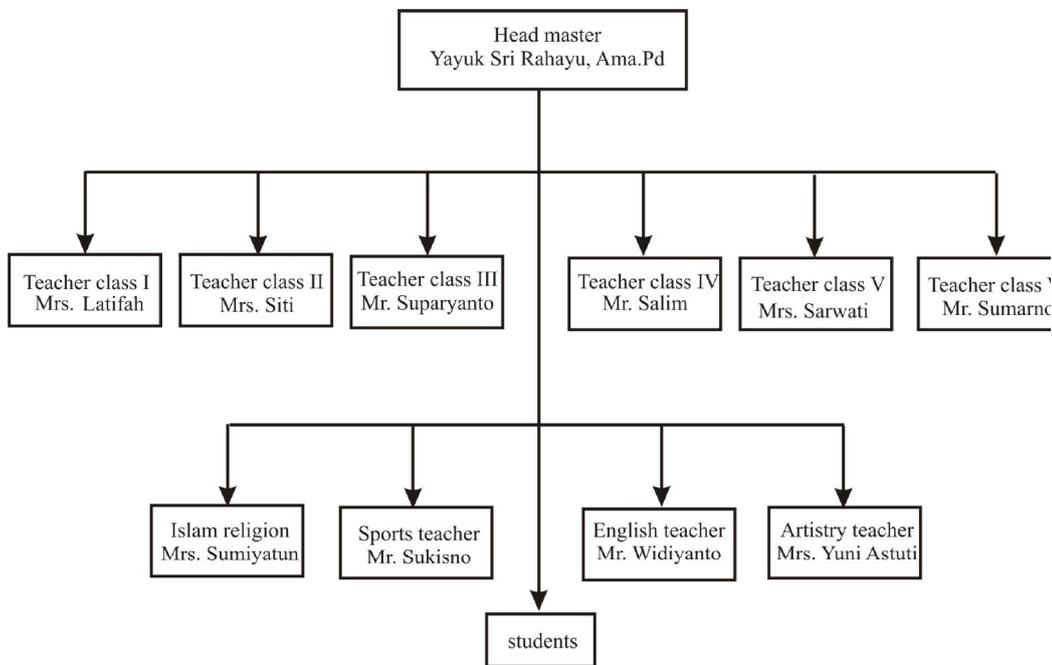
SDN Priyan is located in Priyan, Trirenggo Bantul Yogyakarta. SDN Priyan is one of the victims of the earthquake that destroyed Bantul and its surrounding in May 2006. The school building was badly damaged, and now it is still in renovation. Students have to study in the shelter not far from the school building until now. But it is just temporary because the government has built the new school building on the same place.

The condition in the shelter of course is not appropriate for study. The students have to study in a very narrow class with incomplete facilities and uncomfortable condition. The weather is very hot because there is no ventilation. It makes the students uncomfortable during study. But it is very interesting for me to have job training in SDN Priyan, because the students still have a motivation to study even though they have to study in the shelter.

After the earthquake destroyed the school building of SDN Priyan, now the government rebuilt the new building in the 1340m areas. It consists of six classes, teacher room and headmaster room, library, language laboratory, health care room, parking area and toilets; it is also completed with small park, mosque and sport hall. The new school building will be finished in the middle of June 2007.

SDN Priyan has vision and mission. The vision of SDN Priyan is creating the student's achievement and creates the next generation, who is pious to God and has good personality. The mission of SDN Priyan is improving discipline and responsibilities.

2. The Organization Structure of SDN Priyan Bantul



B. The Activities During Job Training in SDN Priyan Bantul

1. Class observation

The writer directly observed the SDN Priyan to get data. My first observation in the class is that the teacher was not communicative enough with the students. The teacher always asked the students to write down the material from the blackboard without explanation from the teacher. But I found that the students were very enthusiastic in learning English because there are many questions coming from the students when they did not understand the meaning of word written down on the blackboard.

Before starting the learning process the teacher always asked whether there were some homework or not. If there was homework the teacher discussed the homework first and after that they continued to the next material.

The student's habit is good enough, it can be seen from their attitude every day. When they heard the bell rang, they suddenly entered the class and sat down. When the teacher came into the class, the leader of

the class gave command to all of the students to greet the teacher. And after the end of the study, the students shook hand with the teacher one by one.

It is very ironic that the students must study in the shelter with very limited facilities. The students studied in a very narrow class without any lamp and ventilation. When the class was started they still could hear the voice from the other classes, because the class partitioned with plywood. This condition disturbed the student's concentration during study. The weather in the shelter was very hot and there was no fan. I hope that the new school building would finish quickly, so that the students could study in the appropriate place.

5th grade is a part of SD Negeri Priyan institution where the material of teaching English is the continuation of the previous class that is the 4th class. The students are between 10-11 years old.

2. Making Lesson Plan

The writer always made lesson plan before teaching, because lesson plan helps the writer explained the material for the students. Good teachers need to think carefully about the way they organize their lesson. A lesson plan is for teacher's guidance, it should be in the form which teacher can easily understand and follow. A very detailed lesson plan will be hard to follow. Lesson plan consists of:

a. Building knowledge of the field

In this step the writer asks the students some questions related to the topic. After that the writer gives a short explanation about the topic that will be discussed.

b. Modeling of the text.

In this step the writer gives clear explanation about the material. The activities include listening, speaking, writing and reading. In explaining the material the writer gives example, shows pictures, gives text etc.

c. Joint construction and Individual construction

The students do some exercises given by the teacher. In Joint

construction the students do the exercises in-group and in Individual Construction the students do the exercises individually.

e. Closing

Before the teacher closes the lesson, the teacher does some activities, they are:

- Reviewing all the material generally
- Giving some homework
- Saying thank you and goodbye.

When the writer gave the material, the writer always made the material easy to follow. The writer organized the material from the easier to the more difficult one, to make it easy for the students in understanding the material.

3. Extracurricular Activities

SD Negeri Priyan Bantul has Drum band as the extracurricular activities. This extracurricular held every Saturday afternoon, after the school ends. The head master directly leads the extracurricular activities.

C. Discussion

1. The Process of Teaching Vocabulary in 5th Grade Students of SDN Priyan Bantul

When the writer asked permission to do the job training in SDN Priyan, the headmaster asked me to teach the 5th grade because the headmaster wanted me to give the students preparation for the more formal English courses in the Secondary School.

English lesson was given in SDN Priyan Bantul in academic year 2006 until now. English is taught from the 1st grade until the 6th grade classes. In SDN Priyan, English lesson still becomes additional lesson. It is not a major lesson such as mathematic, Indonesian language, and natural and social sciences. The students get the English lesson just once a week.

English teaching and learning process in the 5th grade of SDN Priyan begins at 07.00 am until 08.20 am. The process of teaching vocabulary in the 5th grade consists of:

1. Presentation
2. Explanation
3. Practice
4. Ending the lesson
5. The test

1. Presentation

In the beginning of the lesson, the writer began the class by greeting; checking the student's attendance, singing a song, and discussing homework. The writer started the lesson by greeting:

Writer: "good morning students!"

Students : "good morning Miss".

Writer: "how are you today?"

Students : "I am fine thank you and you?"

Writer: "I am fine too, thank you?"

After greeting the teacher checked the student's attendance by calling the name of the students one by one. After that we sang a song. The students were very enthusiastic with song. It makes the students enthusiastic in learning English. The song is:

"Good morning good morning"

"Good morning how are you?"

"Good morning good morning"

"I'm fine thank you!"

The students were very happy singing this song because they had never been given an English song before. It is their first time singing an English song. Then the writer continued by discussing homework, the writer always gave homework for the students because homework give the students opportunity to study at home.

2. Explanation

In explaining the material the writer used some techniques to help the students understand the material. Because children like to do activities, which is enjoyable for them, so the writer tried to make the lesson is interesting.

a. Brainstorming

Before starting the lesson, the writer asked the students some questions related to the topic. This activity also aims to know the student's background knowledge about the material. For example, when the writer taught about transportation, she asked:

“How do you go to school?”

“Do you go to school by bicycle?”

“What transportation do you have?”...etc

When the writer asked the students those questions, most of them did not understand the meaning of those questions. So the teacher repeated the questions in Indonesian. Students must answer the teacher's questions and they were allowed to answer those questions in their mother tongue. After that the writer wrote down their answer on the blackboard and wrote them in English words.

b. Using pictures and repeating the words

After the students were introduced to the words in English the teacher gave them a copy of many pictures of transportation and asked them to read the words one by one. They had to read the words with correct pronunciation. They repeated two up to three times until they memorized the words well. Repetition helps the students in memorizing the words. The students were also asked to write the meaning of each word because the word had illustrated with pictures, so that it is not difficult for them to find the meaning of those words. For example:



Car : mobil bicycle : sepeda dentist: dokter gigi

When the writer taught about profession, the writer did the same way. The writer gave them a copy of many pictures of professions and asked them to read the words one by one. The students were also asked to write the meaning of each word. The students were allowed to open dictionary because most of them had dictionary. The students may also ask the teacher if they got difficulties in finding the meaning of those words.

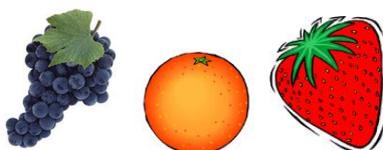
c. Using flashcards

When the writer taught animals, she used flash card to introduce the words. She gave the students many pictures of animals. The writer asked one student to stand in front of the class and took one picture. She/he must act as if she/he was an animal in the picture. For example, the picture was a duck, so he/she should act as if he/she was a duck, and imitated the sound of a duck, quack..quack..quack.. The other students laughed together automatically and they guessed the name of the animal.

d. Bringing real objects

In teaching fruits the writer brought some fruits into the class. The writer brought an apple, an orange, grapes and banana. The students were very happy and fighting for getting the fruits. The writer held one of the fruits and said the name of the fruit in English.

To ensure the students understand, the writer wrote down the name of the fruits on the blackboard. The teacher read the word and the students repeated after the teacher, the teacher repeated two up to three times until the students can pronounce the words correctly.



grapes orange strawberry

e. Introducing simple sentences

After the students could remember the words well, the writer introduced the 'simple sentences'. Example:

Car/red/in front of the bank.



- There is a car. The car is red. The car is in front of the bank.

Mr. Rahmat/Dentist/hospital



- Mr. Rahmat is a dentist. He works in a hospital.

f. Playing games

To make the students were not bored after studying many things, the writer asked the students to play a game. The game was guessing game. The writer had prepared flash card to play this game. She had prepared some cards with many pictures of fruits illustrated on them. After that she asked one of the students to stand in front of the class and took one card. He or she must give the characteristics of the fruit illustrated on the card and the other students must guess what fruit was it. For example, she/he said: it is yellow, it is long, and it is sweet, what fruit is it?" And the other students must raise their hand to answer it. The answer is "banana".

The students were very happy doing this game, all of them wanted to get their turn to stand in front of the class. To make it easy for the students in doing this game, the writer wrote down the list of questions on the blackboard.

"What is the color?"

"What is the shape?"

"How is the taste?"

The other game used by the writer is puzzle. Game activity also can help the students memorized the words that they have learned. The writer gave the students the copy of puzzle and asked the students to find the words related to the material that had been discussed. To make the students enthusiastic in finding the words, the writer gave a prize for the students who got the most words.

3. Practices

After giving the clearly explanation about the topic, the writer checked whether the students understand the material or not by practicing some activities.

A. Speaking activities

- Practice the dialogue

The writer asked the students to practice dialogue with their friends in front of the class.

- Hana : ‘What is the doctor doing?’

Ita : “The doctor is examining the patient”.

- Nia: “What is the teacher doing?”

Tari: “The teacher is teaching the students”.

The writer corrected the student’s pronunciation, if there was a wrong pronunciation.

- Question and answer

The writer asked two students stand in front of the class. One student gave question and the other one answered the question. Example:

A: “How do you go to school?”

B: “I go to school by bicycle”

- Listen and repeat

The students listened and then repeated what the writer said. For example

Writer said: "I like banana"

Students repeated: "I like banana".

B. Writing activities

1. Filling the missing words

The writer asked the students to fill the missing words. For example:

Fill the missing words!



2. Matching

In this activity, the writer asked the students to match the pictures in column A with the suitable words in column B. For example:

Match the pictures in column A with the suitable words in column

<u>A</u>	<u>B</u>
  	TRUCK BUS BICYCLE PLANE CAR

An arrow points from the red car in column A to the word 'CAR' in column B.

3. M

example.

- Mr Ahmad/teacher/school
 - Mr Ahmad is a teacher. He works in a school
- Mrs. Warni/farmers/field
 - Mrs. Warni is a farmer. She works in a field.

Do like the example!

1. Siti/nurse/hospital
2. Mr. Tarno/doctor/hospital
3. Rita/typist/office
4. Andre/ pilot/airport

C. Listening activity

- Listen and repeat

The writer read the words first and then the students repeated after the teacher. Make sure that their pronunciation is correct. For example:

Writer said: “teacher.”

Students repeat: “teacher”

D. Reading activities

In this activity the writer asked the students to read a short text related to the topic. For example:

- Read the text carefully

Nina and her family want to go to Yogyakarta to spend their holiday. They go there by train. They go to the railway station to get a train. Before that we have to buy a ticket. They spend their holiday in Yogyakarta, because Yogyakarta is an interesting place to visit.

Answer the questions based on the text!

1. Who want to go to Yogyakarta?
2. Where do Nina and her family spend their holiday?
3. How do they go there?
4. What must they buy in the railway station?

4. Ending the lesson

Before ending the lesson, the writer reviewed all of the material generally. The writer also gave the students time for asking questions if there was any material that they did not understand. After that the writer gave the students some homework, so the students could study at home. The writer closed the lesson by saying “goodbye” and the students replied by saying “goodbye”.

5. The test

The writer gave the test after one topic had been discussed. The questions of the test were divided into objectives test, and essay test. The writer made the test by herself. Sometimes the writer took from LKS or any source book.

3. The problems in Teaching Vocabulary in The 5th Grade Students of SDN Priyan Bantul.

There are some problems faced by the writer during the job training in SDN Priyan. The problems are:

a. The school condition

One of the problems faced by the writer during the process of teaching vocabulary in 5th grade students of SDN Priyan is the school condition. The students in SDN Priyan Bantul studied in the shelter with incomplete facilities and uncomfortable condition. Those conditions of course did not support the teaching and learning process.

b. The students condition

The problems also come from the students conditions, they are:

1. There were some students who could not stop talking during the process of study.
2. The students got difficulties in writing the English word.
3. The students got difficulties in pronouncing the English word.

c. There was no handout or book for the students

Most of the student's books were lost because of the earthquake that destroyed Bantul and it's surrounding. It was very difficult to teach without any kinds of book.

4. The Solution for the Problems in Teaching Vocabulary in The 5th Grade Students of SDN Priyan Bantul.

The writer gives the solution to solve the problems during the process of teaching vocabulary for the 5th grade students of SDN Priyan. The solutions are:

a. The school condition

The process of study will be successful if the environment supports the learning process. Because the students of SDN Priyan studied in the shelter, the writer tried to make the learning process fun and enjoyable for the students. The writer tried to be communicative with the students to create the familiarity between the writer and the students.

b. The student's condition

1. There were some students who could not stop talking during the process of study. To solve this problems there are some ways to make the students respond to the lesson:

- Make an attention gaining such as saying RIGHT!! Or clapping your hands, most children will respond.
- Give a short verbal instruction, such as "Put down your pen and listen!"
- Quietly name the talking children. Example: "Julia stop talking please!". As soon as the children become quite, start the lesson to keep their attention.
- Try pausing and making eye contact with the child.

2. The students got difficulties in writing the English word

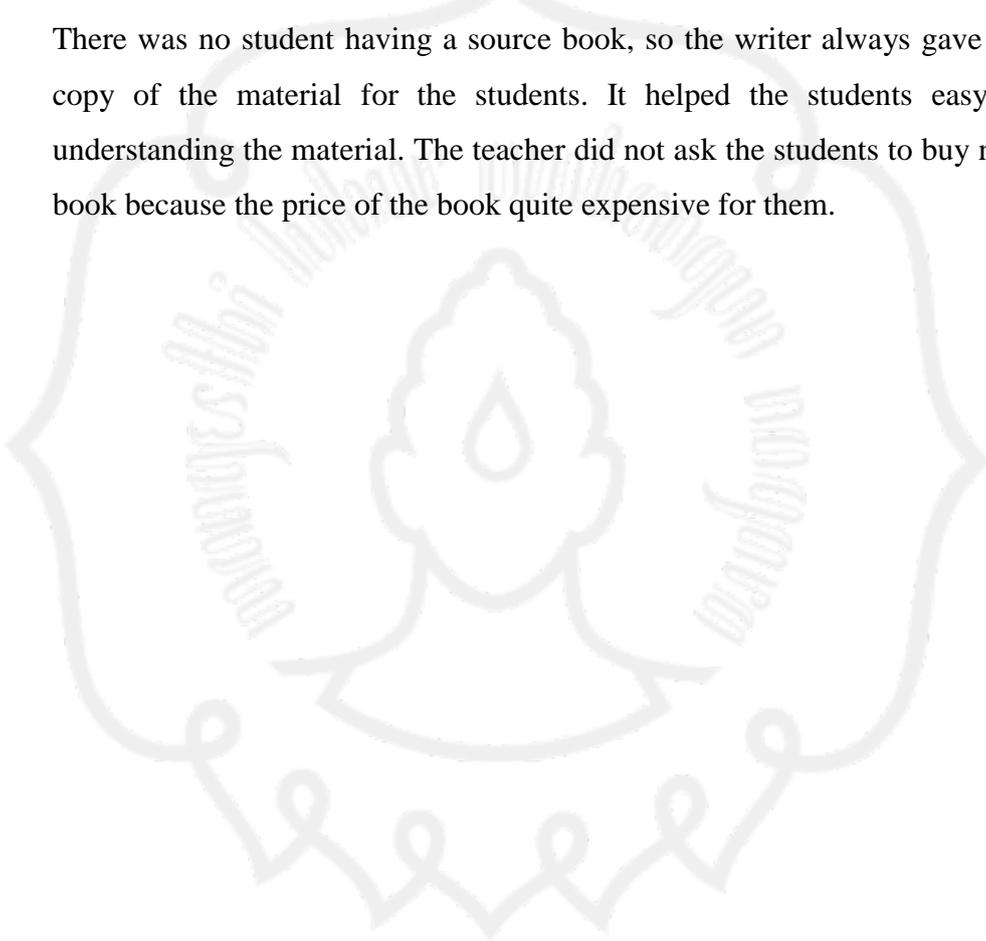
The students still consider that the English word is the same as Indonesian, so they often apply it when they write an English word. For example: if the writer said "cook" they wrote "kuk" , etc. To solve this problem, the writer always wrote down the word on the blackboard, so the students would not make mistakes.

3. The students got difficulties in pronouncing the English word

The students always made mistake when they pronounce the word, which was almost the same as Indonesian word. When the teacher asked them to say apple (aepel), they would say it apel, pilot (paillet) they would say it pilot etc. To solve this problem the teacher always asked the students to repeat the difficult words until they can pronounce those words correctly.

c. There was no handout or book for the students

There was no student having a source book, so the writer always gave the copy of the material for the students. It helped the students easy in understanding the material. The teacher did not ask the students to buy new book because the price of the book quite expensive for them.



CHAPTER IV

CONCLUSION AND SUGGESTION

Conclusions

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

1. The process of teaching vocabulary in the 5th grade

The process of teaching vocabulary in the 5th grade students of SDN Priyan consists of:

a. Presentation

The writer always began the class by greeting, checking the student's attendance, singing a song and discussing homework.

b. Explanation

In explaining the material, the writer used some ways:

- Brainstorming. This activity aims to know the student's background knowledge about the material.
- Using pictures and repeating the words.
- Using flashcards.
- Bringing real objects.
- Introducing simple sentences.
- Playing games. Games are interesting way to train the students to learn English. The games used by the writer were guessing game and puzzle.

c. Practices

The writer checked whether the students understand the material or not by practicing some activities.

- Speaking activities

The speaking activities include practicing the dialogue and listening and repeating. In practicing the dialogue, the writer asked the

students to practice dialogue in front of the class.

- Writing activities

In writing activities the writer asked the students to fill the missing words, match the words to pictures and make sentences.

- Listening activity

In listening activity the students listened and repeated what the teacher said. The students listened and after that they practiced the pronunciation of the words.

- Reading activities

The students practiced reading skill by reading short text and practiced dialogue in front of the class.

d. Ending the lesson

Before the writer closed the lesson, the writer did some activities, they are:

- Reviewing all the material generally
- Giving some homework
- Saying thank you and goodbye.

e. The test

The writer gave the test after one topic had been discussed. The questions of the test were divided into objectives and essay tests.

2. The problems in Teaching Vocabulary in The 5th Grade Students of SDN Priyan Bantul.

a. The school condition

b. The student's condition

- There were some students who could not stop talking during the process of study.
- The students got difficulties in writing the English word.
- The students got difficulties in pronouncing the English word.

a. There was no handout or book for the students

3. The Solution for the Problems in Teaching Vocabulary in The 5th Grade Students of SDN Priyan Bantul.
- a. The solution for the school condition
 - The writer tried to make the process of teaching vocabulary fun and enjoyable for the students.
 - The writer tried to be communicative with the students during the process of study.
 - The writer tried to build the familiarity between the writer and the students.
 - b. The solution for the student's condition
 - For the students who could not stop talking during the process of study.
 - Make an attention gaining such as saying RIGHT!! Or clapping your hands, most children will respond.
 - Give a short verbal instruction, such as "Put down your pen and listen!"
 - Quietly name the talking children. Example: "Julia stop talking please!" As soon as the children become quite, start the lesson to keep their attention.
 - Try pausing and making eye contact with the child.
 - The students got difficulties in writing and pronouncing the English word
 - The writer always wrote down the word on the blackboard, so the students would not make mistakes.
 - The teacher always asked the students to repeat the difficult words until they could pronounce them correctly.
 - There was no handout or book for the students
 - The writer always gave the copy of the material for the students. It helped the students understand the material easily.

Suggestions

Based on the result of this final project, the writer gives some suggestions:

1. The English teacher of SDN Priyan Bantul

The teacher should be more communicative with the students, in order to make the students understand the material. He/she should be able to manage the class and control the students so the students will respond his lesson. The teacher also needs a good way how to explain the material, he/she must motivate the students to be active students.

2. SDN Priyan

Since recently the students of SDN Priyan still study in the shelter, the class facilities are very limited so the teacher must improve the facilities especially material book because it is very difficult to study without book. The new school building has more complete facilities, so I believe that the English teaching and learning process in the new school building will be better.

3. The students of SDN Priyan

The students must pay attention to the teacher when the teacher explains the material. The students also must motivate themselves to be active students so they will accept the material easily.

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LESSON PLAN

TRANSPORTATION

Class : 5th grade of elementary school
Skill : reading, writing, listening, speaking
Duration : 2 x 40 minutes

Objectives :

Students are able to mention many kinds of transportations.

Students are able to write many kinds of transportations.

Students are able to pronounce the words correctly.

Students are able to make simple sentences.

Building Knowledge of The Field

Greeting

Asking the students many questions related to the topic, such as:

“How do you go to school?”

“What transportation do you have?”

“Do you have a bicycle?”.... etc

Giving a text related to transportation and the students must answer some questions based on the text.

Example:

Nina and her family want to go to Yogyakarta to spend their holiday. They go there by train. They go to the railway station to get a train. Before that they have to buy tickets. They spend their holiday in Yogyakarta, because Yogyakarta is an interesting place to visit.

Answer the questions based on the text!

5. Who want to go to Yogyakarta?
6. Where do Nina and her family spend their holiday?
7. How do they go there?
8. What must they buy in the railway station?

Modeling of Text

The teacher showed to the students some pictures of transportations.

The teacher read the name and the students repeated after the teacher.



Car

plane

bicycle

The teacher read the name of those pictures twice and after that she asked the students to read them one by one, make sure that their pronunciation is correct.

The teacher asked the students to find the meaning of each word.



Car : mobil

bicycle : sepeda

The students were allowed to open dictionary because most of them had dictionary. The students may also ask the teacher if they got difficulties in finding the meaning of those words.

d. The students were introduced with simple sentences. Example:

Car/red/in front of the bank.

- There is a car. The car is red. The car is in front of the bank.



Joint Construction

The writer asked the students to make a group consist of 2 students. Each group was given a puzzle. Each group must find the words from the puzzle.

- Find the words related to transportation!! If you find the word, color it!

A	B	U	S	B	B	M	G	B
T	X	T	R	A	I	N	R	O
A	P	E	D	I	C	A	P	A
X	S	T	J	P	Y	L	O	T
I	S	T	R	U	C	K	R	A
S	H	I	C	U	L	K	Y	B
P	P	L	A	N	E	E	U	I
E	P	T	R	I	E	E	L	O

Individual

Construction

The writer asked the students to do some exercises given by the writer individually.

Closing

- Reviewing all the materials generally.
- Saying thank you and goodbye.
- Giving some homework.

INTERVIEW

The list of questions

1. Bagaimana sejarah berdirinya SDN Priyan?

2. Apa visi dan misi SDN Priyan?
3. Sejak kapan pelajaran bahasa Inggris diberikan di SDN Priyan?
4. Apakah bahasa Inggris merupakan pelajaran pokok atau pelajaran tambahan?
5. Apakah para guru dan siswa merasa nyaman belajar di sekolah sementara ini (tenda darurat)?
6. Fasilitas apa saja yang ada di sekolah ini?
7. Sampai kapan siswa akan belajar di tenda darurat?
8. Kapan sekolah yang baru akan selesai?
9. Apa kendala-kendala saat belajar di tenda?
10. Apakah kendala itu dapat diatasi?

