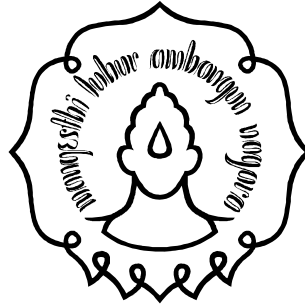


**Teaching english vocabulary to the 4th grade students of
elementary school in SDN Banjarsari I, Ngawi**



FINAL PROJECT

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

By:

Meyka Prismawati

C 9034127

ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA

2007

APPROVAL OF SUPERVISOR

**Approved to be Examined before the Board of Examiners, English Diploma
Program, Faculty of Letters and Fine Arts, Sebelas Maret University**

Title : Teaching English Vocabulary to the 4th Grade Students of Elementary
School in SDN Banjaransari I, Ngawi.

Name : Meyka Prismawati

NIM : C 9304127

Supervisor

Drs. M.R. Nababan, M.Ed, M.A, Ph.D

(.....)

NIP. 131 974 332

APPROVAL OF BOARD OF EXAMINERS

**Accepted and Approved by the Board of Examiners, English Diploma
Program, Faculty of Letters and Fine Arts,
Sebelas Maret University.**

Report Title : Teaching English Vocabulary to the 4th Grade Students of
Elementary School in SDN Banjaransari I, Ngawi.
Student's Name : Meyka Prismawati
NIM : C 9304127
Examination Date : July 26, 2007

The Board of Examiners

- | | |
|---|-----------------------------|
| 1. <u>Drs. Sri Marmanto, M. Hum</u>
Chairman | (.....)
NIP. 131 569 258 |
| 2. <u>Dyah Ayu Nila K, SS</u>
Secretary | (.....)
NIP. 132 317 851 |
| 3. <u>Drs. M.R. Nababan, M.Ed, M.A, Ph.D</u>
Main Examiner | (.....)
NIP. 131 974 332 |

Faculty of Letters and Fine Arts
Sebelas Maret University
Dean

Drs. Sudarno, M.A

NIP. 131 472 202

MOTTO

NEVER STOP TRYING

DEDICATION

I would like to dedicate this Final

Project to:

- 1. My beloved father (in memorial) and mother*
- 2. My little brother “Rengga”*
- 3. Myself*

ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin. All of the praises is only for Allah SWT, lord of the universe. First of all, I would like to express my highest gratitude to Allah SWT, who gives me strength and everything to finish this final project.

In this opportunity, I would like to express my special and deep gratitude to the following:

1. **Drs. Sudarno, M.A**, the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University for approving this report.
2. **Drs. Bathoro MS, MA**, the Head of English Diploma Program for his leadership.
3. **Drs. M.R. Nababan, M.Ed, M.A, Ph.D**, my supervisor for his patience, guidance, and advice during finishing this final project.
4. **Drs. Tri Wiratno, M.A**, my academy supervisor for his support, advice, and everything during I study at The English Diploma Program.
5. All Lecturers of English Diploma Program for the guidance and the lecture.
6. **Mrs. Sutini**, the Headmaster of SDN Banjaransari I, Ngawi and **Mr. Juanto**, Thanks for the permission and the guidance given to me to have job training in the school
7. All of teachers in SDN Banjaransari I, Ngawi especially **Mrs. Karsini** thank you for all of guidance and time given to me.

8. All students in SDN Banjaransari I, Ngawi, especially the 4th grade students.
9. My beloved **mother**, thanks for love, support, endless pray and everything. And my beloved **father** (in memorial), thanks for everything, you are the best I ever had. I will always remember you. I love you
10. My little brother, **Rengga**, Thanks for your support and I love you
11. My friends, Lilik, Nana, and Rina, I have wonderfull time when we spend time together. Thanks to be a good friend in sad and happy. We will be best friends forever.
12. All my friends in the Kost “ Putri Sejati”, Ita, Betli, Nila, Ayu, Dini, Susi and Mbak Santi. Thanks for support and everything.
13. All my friends in English Diploma 2004, especially class C, Marlince, Melia, Maya, Isti, Juztin and all of friends who cannot mentioned one by one. Thanks for the cooperation and the supports in finishing this report.

Finally, the writer realizes that this final project is far from being perfect. Therefore, the writer openly accepts any criticism from anyone in order to make this final project perfect.

Surakarta, 2007

Meyka Prismawati

TABLE OF CONTENTS

APPROVAL OF SUPERVISOR	ii
APPROVAL OF BOARD OF EXAMINERS	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	viii
ABSTRACT.....	x
CHAPTER I : INTRODUCTION.....	1
A. Background	1
B. Objectives.....	2
C. Benefits.....	2
CHAPTER II : LITERATURE REVIEW	4
A. Teaching	4
B. Vocabulary	5
C. Teaching Vocabulary to Children	7
D. Methods	8
CHAPTER III : DISCUSSION.....	10
A. General Description of SDN Banjaransari I, Ngawi	10
B. Job Training Activities	13
1. Classroom Observation.....	13
2. Making Lesson Plan	13

3. Teaching and Learning English Vocabulary to the 4 th Grade Students in SDN Banjaransari I, Ngawi.....	14
C. DISCUSSION	18
1. The Teaching Method used in Teaching English to the 4 th Grade Students in SDN Banjaransari I, Ngawi.....	18
2. The Problems and Solutions in Process of Teaching and Learning English vocabulary to the 4 th Grade Students of SDN Banjaransari I, Ngawi.....	19
CHAPTER IV : CONCLUSION AND SUGGESTION.....	22
A. Conclusion.....	22
B. Suggestion	24
BIBLIOGRAPHY	
APPENDICES	

ABSTRACT

Meyka Prismawati. 2007. Teaching English vocabulary to the 4th Grade Students of Elementary School in SDN Banjaransari I, Ngawi. English Diploma Program, Faculty of Letters and Fine Arts, UNS.

This report is written based on the job training that has been done in SDN Banjaransari I, Ngawi. The objectives of this final project are to find out the method is used in teaching vocabulary to the 4th grade students and to find out the problems and the solutions in process of teaching and learning English vocabulary to the 4th grade students in SDN Banjaransari I, Ngawi.

In writing this final report, the writer collected the data by observing the class and teaching directly in the classroom. Based on the analysis, some conclusions can be drawn. The teaching method used in SDN Banjaransari I is Grammar Translation Method. The students can practice to translate sentences from Indonesian sentences into English sentences or English sentences into Indonesian sentences. It will improve their skill in reading and writing. The teacher explains vocabulary with pictures, giving some games and exercises.

During the job training and learning process, the teaching faces some problems of students in learning English. The problems are related with the teaching material, limited facilities, and student's condition.

To solve the problems in teaching learning English, some strategies such as, the teacher tries to motivate students in learning English, chooses good materials, and gives games.

Teaching English vocabulary to the 4th Grade Students of Elementary School in SDN
Banjaransari I, Ngawi

Meyka Prismawati¹.
Drs. M.R. Nababan, M.Ed, M.A, Ph.D²

ABSTRACT

2007. This report is written based on the job training that has been done in SDN Banjaransari I, Ngawi. The objectives of this final project are to find out the method is used in teaching vocabulary to the 4th grade students and to find out the problems and the solutions in process of teaching and learning English vocabulary to the 4th grade students in SDN Banjaransari I, Ngawi.

In writing this final report, the writer collected the data by observing the class and teaching directly in the classroom. Based on the analysis, some conclusions can be drawn. The teaching method used in SDN Banjaransari I is Grammar Translation Method. The students can practice to translate sentences from Indonesian sentences into English sentences or English sentences into Indonesian sentences. It will improve their skill in reading and writing. The teacher explains vocabulary with pictures, giving some games and exercises.

During the job training and learning process, the teaching faces some problems of students in learning English. The problems are related with the teaching material, limited facilities, and student's condition.

To solve the problems in teaching learning English, some strategies such as, the teacher tries to motivate students in learning English, chooses good materials, and gives games.

-
1. Mahasiswa jurusan D III Bahasa Inggris dengan NIM C 9304127
 2. Dosen Pembimbing

CHAPTER 1

INTRODUCTION

A. Background

English is one of international languages. It is the most widely spoken language now. Nowadays, English becomes popular in Indonesia. It is very important in international relationship. It is used by people in the world to communicate with each other. In globalization era, people are demanded to master English as international language. By mastering English well, people can catch and increase knowledge, technology, culture, and keep good relationship with

other people from other countries. English becomes international language so the government gives it a special status as the first foreign language and it should be learned in any level of education in Indonesia.

In education, English is the first foreign language that is taught to the children in schools. English lesson has been taught in Elementary school. English needs to be introduced to the children early. So English must be given and taught to students of Elementary school in preparation to the new world, because English has important role for them to enter world job.

In language teaching, vocabulary is important for the learner. Learning English vocabulary in Elementary school is very important and gives benefit. In the first time, vocabulary is one of basic matters in English language study. Learners need to learn what words mean and how to make the sentences from the words. They will understand sentences easily if they learn words as a single item. Vocabulary is also the exposures for further learning English, such as writing, listening, speaking, and reading. Therefore, vocabulary acquisition should be introduced in early.

This final project is going to explain the teaching of English especially to 4th grade students. It will report the ways in presenting new words to 4th grade students. The title of this final project is **“Teaching English Vocabulary to the 4th Grade Students of Elementary School in SDN Banjaransari I, Ngawi**

B. Objectives

The objectives of this report are:

1. To find out the method is used in teaching vocabulary to the 4th grade students in SDN Banjaransari I, Ngawi.
2. To find out the problems and the solutions in process of teaching and learning English vocabulary to the 4th grade students in SDN Banjaransari I, Ngawi.

C. Benefits

It is hoped that the report result can be used by:

1. The teachers in SDN Banjaransari I, Ngawi

The writer hopes it can be a useful contribution for other teachers to improve their knowledge about vocabulary teaching.

2. Readers

The writer hopes that this final project can give some advantages to the readers who want to know about vocabulary teaching.

CHATER II

LITERATURE REVIEW

A. Teaching

According to Douglas Brown, teaching can be defined “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing how to know or understand (Brown, 2000: 7). Oxford learner’s Dictionary defines “teaching as a process of giving instruction to somebody”. It means that teaching is important for the learners. It is done by the teacher to give knowledge and to instruct somebody in order to make students know what they learn.

Teacher has an important role in teaching –learning. Teacher can motivate the students in learning something that is given by teacher. ”Teacher helps the learners develop strategies to comprehend and learn the low frequency words of the languages.” (Mc Charty, 1997: 11).

According to Jeremy Harmer, there are some criteria that someone should do to be a good teacher:

- a. A teacher should make her/ his lesson interesting
- b. A teacher must love her/ his job
- c. A teacher should have his/ her own personality
- d. A teacher should have a lot of knowledge
- e. A good teacher is an entertainer in a positive sense not in a negative sense

(Harmer, 1998: 1-2)

The student's motivation is also important for learning something. If they have high motivation, the teaching- learning activity will be easier and more interesting. So the students need the teacher to teach them because the teacher is special motivation for the students.

B. Vocabulary

Vocabulary is very important in both learning and teaching. Vocabulary is basic of language. It means that vocabulary is a key to communicate with others. According to Mc Carthy, "The biggest component of any language course is vocabulary."(1990: VIII). Schmit stated "the most important part of learning foreign language is learning vocabulary" (Schmit, 1997: 201). So it makes teaching vocabulary very important to understand in learning material and comprehending text.

According to Coady and Hockin, "The vocabulary is central to language and critical importance to the typical language learner". (Coady and Hockin, 1997: 5). So it is obvious that vocabulary is an important component in English

language teaching. It is also important to introduce English to the students as a second language.

Vocabulary and grammar are needed in communication. “Students who do not learn grammar along with vocabulary will not be able to use language for communication” (Allen, 1983: 3). There are several reasons of neglecting the vocabulary teaching:

1. Many trainers of teacher felt that grammar should be more emphasized than vocabulary, because vocabulary has already been given too much in language classrooms.
2. Specialist in methodology feared that students would make mistakes in sentence construction if too many words learned before the basic grammar had been mastered. Consequently, Teachers were led to believe that it was best not to teach much vocabulary.
3. Some who gave advice to teachers tend to say that word meanings can be learned only teaching techniques.

(Allen, 1983: 3)

It proves that grammar is also important beside vocabulary. Students must learn grammar that involves the uses of words. So the students can understand the meaning of the words and arrange the words well.

“Vocabulary learning is a memory task, but it also involves creative and personalized use i.e. learning and using memory of new words can be reinforced if they are used to express personally relevant meaning” (Thornbury, 1997: 43).

According to the explanation above, in teaching vocabulary to the children, the teacher must give the meaning of words at first and then encourage the students to remember the words.

C. Teaching Vocabulary to Children

Teaching English at Elementary school is different from teaching English at Junior High school or senior High School. Students at Elementary School are children who are very active and they enjoy having fun. In teaching English to children, the English teacher has to make interesting materials. The teacher must be creative and energetic in managing the classroom in order to make the class alive.

Children have certain characteristics that teachers should consider. Some characteristics of children are described below:

1. They understand situations 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 are 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 are often happy playing and working alone, but in the company of others.
7. Young children cannot decide for themselves what to learn.
8. Young children love to play, and learn best when they are enjoying themselves.
9. Young children are enthusiastic about learning.

(Wendy A. Scott and Lisbeth H. Ytreberg, 1990: 2-3)

D. Methods

Method is very important in language teaching. By using method, teaching process becomes easier. It is used to make the students understand in studying something. According to Jack C. Richards, “Methodology in teaching was described as the activities, tasks, and learning experiences used by the teacher within the teaching and learning process.” (Richards, 1990: 35). It can help the teacher in teaching process.

Method is a generalized set of a classroom specification for accomplishing linguistic objectives. Methods tend to be primarily concerned with the teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in variety of contexts. (Brown, 1994: 51)

According to Diane Larsen-Freeman, here are several methods of language teaching:

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

- An important goal is for the students to be able to translate each language into the other.

- Ability to communicate in target language is not a goal of foreign language instruction.
- The primary skills to be developed are reading and writing.
- The student's mother tongue is the medium of instruction.

2. Direct method, the features are as follows:

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

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

- The purpose of language is to learn how to use the language to communicate.
- The target language is the medium of instruction.
- The major objective of language teaching should be for the students to acquire the structural patterns, students will learn vocabulary afterward.

4. Communicative Approach, the features are as follows:

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

From all of methods above, the teaching method in SDN Banjaransari I is the Grammar Translation Method. This method is suitable to comprehend the English subject because English is a new language for them.

CHAPTER III

DISCUSSION

A. General Description of SDN Banjaransari I, Ngawi

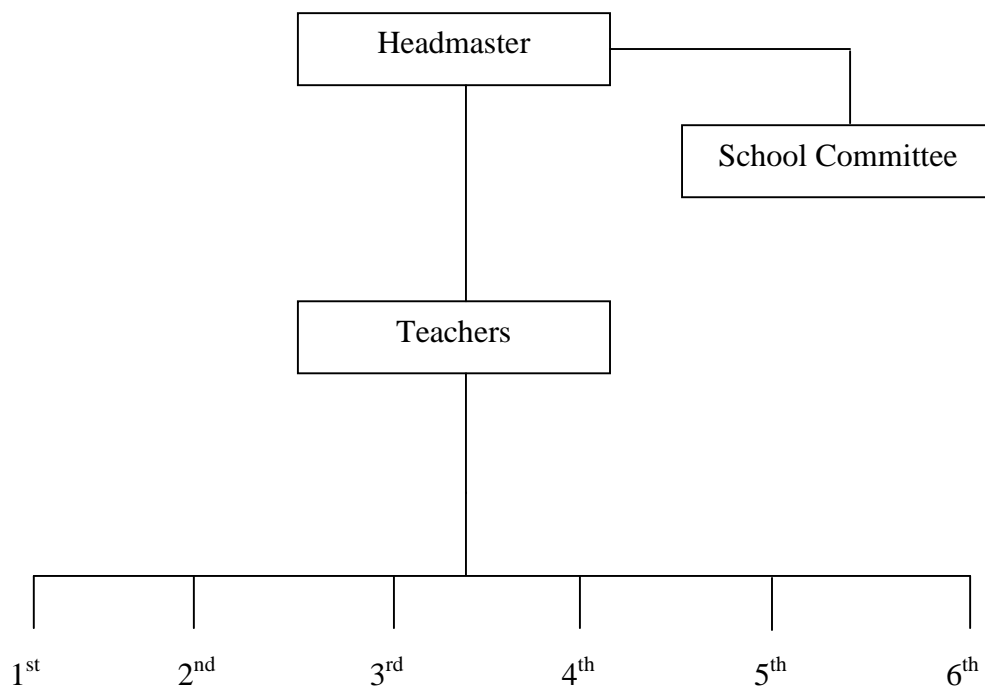
SDN Banjaransari I is located on jalan Supriyadi Kilometers 10, Padas, Ngawi. It is exactly at Banjaransari Village, Padas, Ngawi, East Java. It was built in 1967 by government. This school was built on the area of 1897 square meters. The building is divided into three: classrooms, office room and other rooms. The classroom consists of five rooms, which are used for teaching and learning process into 1st grade until 6th grade. The teacher room is used as place where the teacher can take a rest. Sometimes, it is used as a meeting room. SDN Banjaransari I has also three bathrooms and a parking area.

SDN Banjaransari I has one headmaster, 10 teachers, and 1 school guard. The headmaster has duty to handle and responsibility all the school activities. The teachers are responsible for teaching and learning activities and responsible for the marking of student's achievement. There are seven class teachers. Each class has a class teacher but in 5th class has two class teachers. SDN Banjaransari I, Ngawi also has a religion teacher, an English teacher, a Sport teacher. The duty of the school guard is keeping the school building in a good condition.

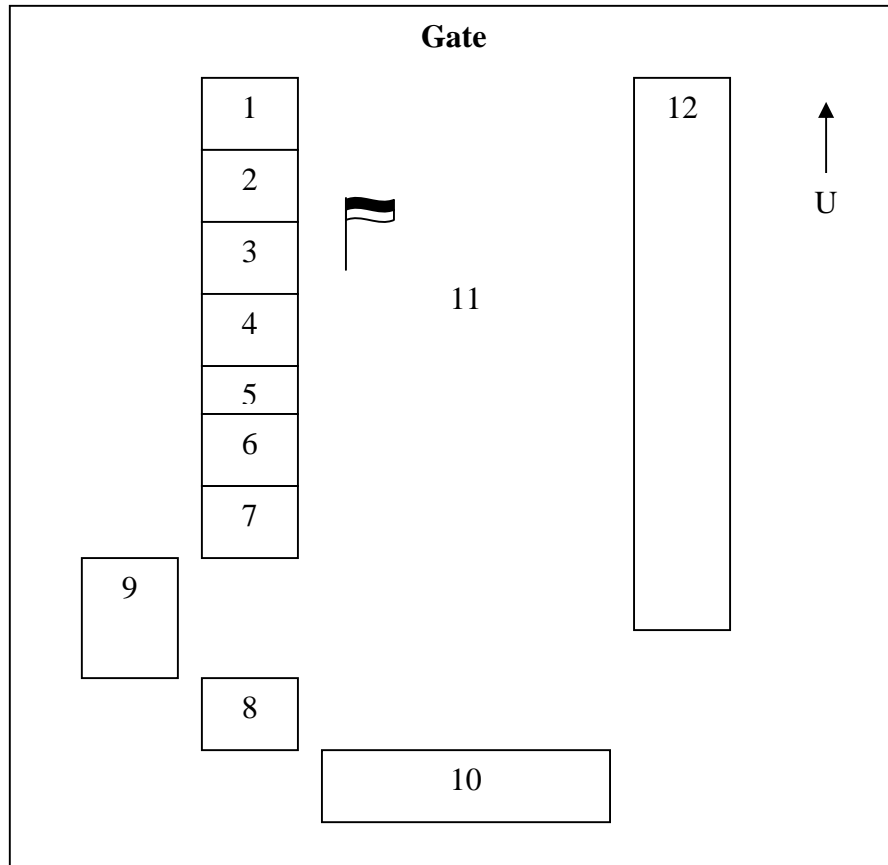
This school has 99 students that classified into six grades in 5 classrooms. Grade1 consist of 15 students and Grade 2 consists of 9 students in one classroom.

Grade 3 consists of 16 students, grade 4 consist 19 students, grade 5 consist of 19 students and grade6 consist of 21 students.

The Organization Structure of SDN Banjaransari I, Ngawi



The Map of SDN Banjaransari I, Ngawi



- | | |
|----------------|--------------------------------|
| 1. Office room | 7. Class 1 |
| 2. Class 6 | 8. Class 3 |
| 3. Class 5 | 9. Bathrooms |
| 4. Class 4 | 10. Parking area |
| 5. Storage | 11. School yard |
| 6. Class 2 | 12. SDN Banjaransari II, Ngawi |

B. Job Training Activities

1. Classroom Observation

To get the data, the writer observes the condition and situation of teaching and learning process in 4th grade students of SDN Banjaransari I, Ngawi. To add data, the writer also involves herself as a temporary English teacher. For 4th grade in SDN Banjaransari I, Ngawi, learning English is something new in their life. So the teacher must give something easy to the students.

The 4th grade of SDN Banjaransari I, Ngawi has 19 students. They are 8 boys and 11 girls and with the age between 9-11 years old. It is the first time to them in learning English. So the teacher needs a certain methods than can be used in teaching 4th grade students in order to make them understand well what they have learned. The content of fourth classroom is 12 desks, a teacher table, a clock, a cupboard and cleaning tools. Each desks is sited by two students. The condition of the class is good enough because there are some windows and ventilation that make the class bright and fresh.

2. Making Lesson Plan

Lesson Plan is very important in teaching process. A teacher always makes lesson plan before teaching students. Lesson Plan is arranged in order to make teacher easy in preparing and giving material. The lesson Plan for elementary school is easy because the writer wants the students more understand to the material given by the teacher. The contents of Lesson Plan are introduction,

explanation, practicing, and closing the material. In each lesson plan, the writer takes the material from student's book, so it will make the material appropriate with the student's condition in learning English.

3. The teaching and learning English Vocabulary to 4th grade students in SDN Banjaransari I, Ngawi.

1. Introduction

Teaching and learning activity in SDN Banjaransari I, Ngawi begin at 07.00 in the morning. Before the lesson started, the class leader leads his/her friends to pray together. The teacher always greets the students when the lesson began.

For example:

Teacher : "Good morning, students!"

Students : "Good morning, Miss!"

Teacher : "How are you today?"

Students : "I am fine, thank you."

"And how are you?"

Teacher : " I am fine too."

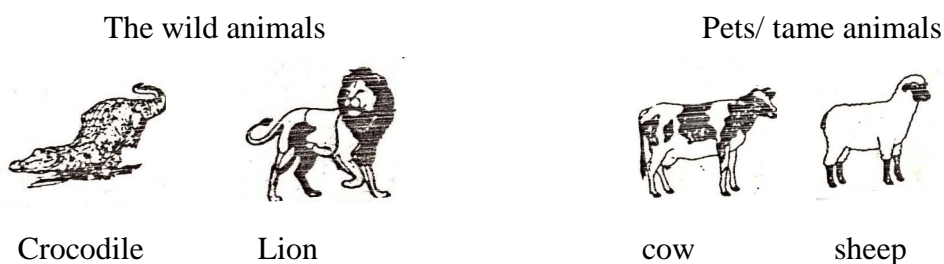
The greeting was always done in every meeting. It was continued by asking the students some questions related to the material that would be taught. For example: when the teacher would like to explain about animals, she gave some question related to animal. Such as: "Do you have animal at home?" "What animal do you like?". By giving them question related to the

material, they would be easier to understand what the topic that would be taught by teacher.

2. Explanation

In this stage, the teacher gave new material. The materials that were given were vocabularies related to the animals. The teacher asked the students to open the handbook. Then the teacher explained them about the material. The teacher used the pictures with the name or the explanation of pictures below. This way was more effective because the students could learn vocabulary easily by looking the pictures.

To explain the material, the teacher read the names of the pictures one by one with right pronunciation and gave the meaning of it and then the students had to follow what the teacher reads. For example: The teacher read a loud and spelled dog and then they were asked to follow what the teacher read. Then the teacher asked the students to classify the animals. They were included the wild animals and the pet/ tame animals.



In grade 4, grammar that was taught was only a simple grammar such singular and plural nouns. Firstly, the teacher gave the example of the singular and the plural words.

Singular words**Plural words**

A dog

Two dogs

An elephant

Three elephants

A tiger

Four tigers

After giving the examples, the teacher explained that singular words were a, an, one and followed by the noun. Plural words were the quantity and followed with noun plus S.

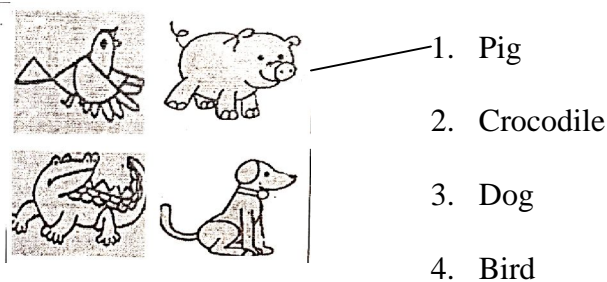
3. Exercises

After the teacher presented the lesson, she would continued by giving exercises. There were many types of exercise that could be given to the students.

a. Match the words and the pictures

In this exercise, the teacher asked the students to match the words with the pictures. The students gave the answer by drawing lines the word with the pictures.

For example:

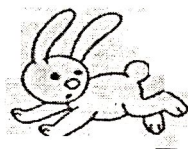


After matching the words with the pictures, the students were asked to write the correct answer in the blackboard then they must tell the meaning in the class.

b. Making dialogue

In this exercise, the teacher asked the students to make a dialogue based on the picture of animals with their food. Then the teacher gave example to the students in order to make them understand what they would do.

For example:



Rima: What does rabbit eat?

Dima: Rabbit eats carrot.

4. Games

Game was one of components to support the students memorize the material. By doing game, the students would not feel bored and sleepy. The teacher divided the class into the some groups. Each group choose one of their friend as leader in front of the class and the teacher gave a word related the material to them and then the student whispered that word to their friends. One of the other friends from the each groups write it on the blackboard with the meaning. If they answered was correct, they would get high score. The group that reached the highest score would become the winner.

5. Extracurricular activities

SDN Banjaransari I, Ngawi holds the extracurricular activities besides the daily teaching and learning activities. Some extracurricular in SDN Banjaransari I, Ngawi are scouting and volley ball.

a. Scouting

Scouting is held every Friday in the afternoon. The scouting is followed by 4th grade and 5th grade students. It is a compulsory extracurricular. It is done to make the students to be a good leader in the future.

b. Volley ball

Volley ball is another extracurricular in SDN Banjaransari I, Ngawi. IT is held every Tuesday in the afternoon. It is followed by 3rd grade students until 5th grade students. It is done to make the students more attractive in other activities besides learning activities.

C. DISCUSSION

1. The teaching method used in teaching English to the 4th grade students in SDN Banjaransari I, Ngawi.

The teaching method that is used in teaching vocabulary at the 4th grade students in SDN Banjaransari I, Ngawi is Grammar Translation Method. This method is appropriate with the student's condition. By applying the Grammar Translation Method, The teacher teaches vocabulary by using the pictures and the meaning. In teaching vocabulary, the teacher uses the method based on the material on the book. The students can practice to speak English and to

improve their pronunciation. The students can also practice to translate sentences from English into Indonesian or Indonesian into English. The teacher also gives students games related to the topic. It can make students enjoy in learning English.

2. The Problems and solutions in process of teaching and learning English vocabulary to the 4th grade students of SDN Banjaransari I, Ngawi.

a. The problems in process of teaching and learning English vocabulary.

a. Student's problem

English is the first language that is accepted by the 4th grade students. This language is different to spell as it is pronounced. The students get difficulties in pronouncing the words. Some students fell less interest in learning English. It is not easy to learn English for children because English has many differences of concept with their own language and their customs. The students still much use their mother tongue, so their interest in learning English becomes less.

Another student's problem is the class condition. The teacher is difficult to make the students keep silent. They often make noises during teaching learning activities. Sometimes they do not listen to what the teacher says because they have their own activities in the class. They like to sing in the class, make any voice by hitting the desk, walking around the class, talking with their friends. The noisy classroom will not make them concentrate on the lesson well. So they cannot catch what the teacher explains in the class.

b. The limited material and facilities

The limited book is problem in teaching English vocabulary. It is not easy to find a good book for teaching vocabulary to the children. The book that is used in this teaching activity is taken from student's book entitled "Brilliant English Book" published by PT Temprina Media grafika. In this book, the materials are complex and not complete. So it takes time for the teacher to make the students understand to the lesson.

The limited facilities are another problem in teaching English vocabulary. Facilities are parts of education system that are used to support the education activities. In this school, the facilities that support English class activities are no adequate. The school lacks of source of the media to support the class activities such English story books, game, etc.

b. Solutions for the problems in process of teaching and learning vocabulary.

a. Student's problem

In handling the student's problem, the teacher is as often as possible ask the students to pronounce the words correctly. For example: the teacher reads the word and the students repeat more than twice what the teacher pronounces. The teacher uses two languages in order to make the students understand what the teacher explains and the students enjoy in learning English.

To solve the problem in class condition, the teacher has some ways in order to control them in teaching learning process. Sometimes the teacher gives advice to handle the noisy situation. The teacher uses strategy to attract

the student's attention by giving games related the material. It is hoped that they can be more interested and can catch the vocabulary easily.

b. The limited material and facilities

To solve the problem about less material, the teacher has to choose the good books and complete books. The teacher tries to be more selective in choosing the appropriate material for the students. The teacher chooses the topic which is completed with many colorful pictures, the simple vocabulary and grammar in order to make the students understand in learning this subject matter. The teacher prepares some facilities to support the English learning such as: the English story books, games, toys, etc. It is hoped that the facilities can increase the student's motivation in learning vocabulary.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion, there are two conclusions that can be drawn. The conclusions are as follows:

1. The teaching method used in teaching English to the 4th grade students in SDN Banjaransari I, Ngawi.

The English teaching methods that is used at 4th grade in SDN Banjaransari I, Ngawi is The Grammar Translation Method. By applying the Grammar Translation Method, the teacher teaches vocabulary by using the picture and the meaning. The student can also practice to speak English and to improve the pronunciation. They can also practice to translate sentences from English into Indonesian or Indonesian into English.

2. The problems and the solutions in process of teaching and learning vocabulary to the 4th grade students of SDN Banjaransari I, Ngawi.

a. The problem in process of teaching and learning vocabulary

1. The student's problem

It is related to the student's difficulties in pronouncing the vocabulary and the condition of class. Some students often make noises during teaching

learning activities. So the teacher gets difficulties to make the students keep silent.

2. The limited material and facilities

The student's book that is used is complex and not complete, so it takes time for the teacher to make the students understand to the lesson. The school has lacks of source of the media to support the class activities, such as, English story books, games, toys and etc.

b. The solutions of problem in process of teaching and learning vocabulary

1. The student's problem

To handling the student's problem in pronouncing the vocabularies, the teacher is as often possible ask the students to pronounce the word correctly. The teacher also uses two languages in order to make the students understand what the teacher explains, and enjoy in learning English.

To solve the class condition, the teacher has some ways in order to control the noisy situation and gives games related to the material.

2. The limited materials and facilities

To solve the problem about less material, the teacher tries to be more selective in choosing the appropriate material for the students. The teacher chooses topic which is completed with many colorful pictures.

To solve the problem about less facility, the teacher prepares the English story books, games, toys, and etc.

B. Suggestion

Based on the conclusions above, the writer gives some suggestions as follows:

1. To students

The students in SDN Banjaransari I, Ngawi should join the English class actively. They always have to do more practices in every opportunity and ask the teacher when they have the problem in learning vocabulary and grammar. They also have to listen to the teacher explanation seriously.

2. To the teachers

The teacher should give the students motivation to learn English regularly. She has to come to the class on time and always give something to the students such as, games in order to make them interested in learning English.

3. To the Institution

Institution of SDN Banjaransari I, Ngawi should provide more facilities to support English teaching learning activities. Especially to support vocabulary teaching such as games, English book stories, pictures and toys.

BIBLIOGRAPHY

- Allen, Virginia French. 1983. **Techniques in Teaching Vocabulary**. Hong Kong; Oxford University Press.
- Brown, H. Douglas. 1994. **Teaching by Principles: An Interactive Approach to Language Pedagogy**. Prentice Hall Regents.
- Coady, James and Thomas Huckin. 1997. **Second Language Vocabulary Acquisition: a rationale for pedagogy**. Melbourne: Cambridge University Press.
- Freeman, Diane Larsen. 1986. **Techniques and Principles in Language Teaching**. Oxford: Oxford University Press.
- Harmer, Jeremy. 1998. **How to Teach English: An Introduction to The Practice of English Language Teaching**. London: Longman.
- Manser, H. Martin. 1995. **Oxford Learner's Pocket Dictionary**. New York: Oxford University Press.
- McCarthy, M.J. 1990. **Vocabulary**. Oxford: Oxford University Press.
- Richards, Jack C. 1990. **The Language Teaching Matrix**. Cambridge: Cambridge University Press.
- Schmit, Narbert and M. Mc Charty. 1997. **Vocabulary: Description, Acquisition and Pedagogy**. Cambridge: Cambridge University Press.
- Scott, Wendy A. and Lisbeth H. Ytreberg. 1998. **Teaching English to Children**. Harlow: Longman.
- Thornbury, Scott. 1997. **About Language: Task for Teachers of English**. New York: Cambridge University Press.

APPENDICES

LESSON PLAN

Class : 4th grade students of Elementary School

Topic : Animals

Skill : Speaking, listening, writing, and reading

Objectives : 1. The students can mention the name of animals

2. The students can pronounce the name of animals

3. The students can understand about singular and plural words.

I. Building Knowledge of Field

a. By greeting

b. By asking the questions to the students related to the material

For example:

1. Do you have animals at home?

2. What animal do you like?

II. Modeling of Text

a. The teacher shows picture to the students and asks them guess what picture there are.

b. The teacher pronounces the name of animals and asks the students to repeat after her together.

c. The teacher explains about singular and plural words.

III. Joint Construction

The teacher gives a game to the students. It consists of three groups. The teacher chooses the leader of each group in front of the class and the teacher gives a word related to the material. Then the students whispered the word to their friends. If they have found the answer, one of students from each group will write in the blackboard with the meaning. If they answered was correct, they would get high score. The group that reached the highest score would become the winner.

IV. Independent Construction

- a. The teacher asks them to match the word with the picture of animals
- b. The teacher asks them to make a dialogue based on the pictures

V. Closing the lesson activities

- a. Giving them some homework
- b. Saying thanks and good bye