

Process of Teaching Vocabulary to the 5th Grade Students at SDN Nglorog 3 Sragen



FINAL PROJECT REPORT

**Submitted as a Partial Fulfillment of Requirements for
the English Diploma Program, Faculty of Letters and Fine Arts,
Sebelas Maret University**

by

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**ENGLISH DIPLOMA PROGRAM
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APPROVAL OF CONSULTANT

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Title : THE PROCESS OF TEACHING VOCABULARY TO THE 5TH
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THE 5TH GRADE STUDENTS AT SDN NGLOROG
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MOTTO

And whatsoever ye do, do it heartily, as to the Lord, and not unto men
(Collosians 3: 23)

DEDICATION

I would like to dedicate my final project to:

My LORD, JESUS CHRIST

My Beloved Parents

All of You who helped me to finish my final project

PREFACE

Praise to the Lord JESUS for His mercy and guidance. I have been able to finish this final project report.

After finished the job training in SDN Nglorog 3 sragen, I wrote a final project as the requirement in obtaining the degree in English Diploma Program. This report explains about the process of teaching vocabulary to the fifth grade students in SDN Nglorog 3, Sragen. It also shows the problems and solutions in teaching vocabulary for learners.

I realize that this report is relatively far from being perfect. I need suggestion from many sides in order to improve this final project report. Hopefully, this final project report can give beneficial information for the readers

Surakarta, 23 June 2008

Triana Sri Rejeki

ACKNOWLEDGEMENT

Praise to the Lord. My Deepest gratitude is to Jesus Christ. Without His allowance and Blessing, it is impossible for me to accomplish this report. Nevertheless, I justly confess that my work would never come into an achievement without the assistance and the encouragement from individuals and institution. I would like to state my gratitude to:

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9. My sisters and brothers in PMK (*ChayoNdindun, Funny, Aji n Addy, Beny, Putu, Medy, Agung, Mz Bagus, Ferly, Angga, Mz Galih*) Don't Forget Our Beloved Yellow Church
10. My Friends in My Church.....(*Mbak V3, Mbak Reta, dek Aix, dek Dita, Maz Endro, Maz Tanto, Maz Eddy, Maz Catur, etc.....*)
11. All my friends in English Diploma Program, Sebelas Maret University.

Finally, I have struggled to do the finest report. However, I realize that this report is far from being perfect. Therefore, I will be pleased to accept critics and suggestion to make it better.

Surakarta, 23 June 2008

Triana Sri Rejeki

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ABSTRACT

Triana Sri Rejeki. 2008. *The Process of Teaching Vocabulary to The 5th Grade Students at SDN Nglorog III, Sragen.* English Diploma Program, Faculty of Fine Arts, UNS.

This final project is written based on my job training as an English teacher in SDN Nglorog 3, Sragen. The objectives of this report are to describe the process of teaching vocabulary to the 5th grade students in SDN Nglorog 3, Sragen and to show problems and solutions in teaching vocabulary.

The writer collected the data by observing the classroom and teaching directly in the class. Some conclusions could be drawn after analyzing the data. In introducing English vocabulary, the teacher used some different techniques, such as: using pictures, playing games, introducing simple sentence, and bringing real object.

During the job training, the writer took some activities, for instance: observing the class, making lesson plan, and teaching English. In the process of teaching vocabulary, the writer did some activities, such as: greeting, explaining, giving assignments, and testing.

The writer also showed some problems in the process of teaching vocabulary. The problems were student's motivation, facilities, and course book. The writer also presented the solution to solve the problems.

CHAPTER I

INTRODUCTION

A. Background

English is an international language in globalization era, so every country is demanded to master English. To face globalization era, people must be able to use English both oral and written for communication in every field.

Every country should realize that they must master international language, especially for English. The Indonesian Government also realizes that is very important, so they try to make English more familiar in the country through formal education. They decide to take steps that English should be known as early as possible. Elementary school is basic in education field in Indonesia and English has been decided to become compulsory school subject in curriculum by Departemen Pendidikan National (*The National Education Department*). SDN Nglorog III Sragen, as one of government elementary schools has provided English teaching from the first grade to the sixth grade.

At elementary school, children just learn the Basic English. Introducing English to the children as a new language is not as easy as introducing Indonesian to them. Because it does not teach the language structure, but also introduces skills in speaking, reading, listening, and writing that are still new for them. The first step in introducing English to the learner is introducing vocabulary. It is very important. Because, the learner will get difficulties in understanding new

language if they do not know the meaning of the word, so giving vocabulary lesson correctly is very important to make learner master English easier.

To know the process of teaching vocabulary and the difficulties in teaching vocabulary, the writer get job training in SDN Nglorog 3, Sragen from 28 January 2008 to 6 March 2008. The writer taught the 5th grade students of SDN Nglorog III Sragen, considering that the students at that grade have been introduced English. The previous English teacher is not an English teacher, but she is just a religion teacher. She has to teach English, because SDN Nglorog 3 Sragen does not have any English teachers. The writer wants to introduce english Vocabulary for new learners, so the writer chooses title **“The Process of Teaching Vocabulary to the 5th Grade Students at SDN Nglorog 3, Sragen”**.

B. Objectives

2. To describe the process of teaching vocabulary for the 5th grade at SDN Nglorog 3, Sragen.
3. To show the difficulties of teaching vocabulary for 5th grade at SDN Nglorog 3, Sragen.
4. To give solution of the difficulties in teaching vocabulary at SDN Nglorog 3, Sragen.

C. Benefits

1. For teacher

- Teacher knows the solution of difficulties faced by them in teaching vocabulary at SDN Nglorog 3, Sragen
- The final project is used a recommendation in teaching vocabulary
- The final project is an additional reference for English teacher in teaching English vocabulary.

2. For English Diploma Students

- a. The English Diploma Students will be ready to face the difficulties in doing final project.
- b. The students have additional reference in preparing final project.

CHAPTER II

THEORITICAL REVIEW

A. Teaching and Learning

Teaching is a part of the teaching–learning process activity usually done by teacher. They teach something to students in order to build the student’s understanding about something they are learning. In general, teaching is extending the information, training the attitudes and controlling the activities in class. 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 learner done by the teacher to give knowledge and to instruct somebody in order to make students know what they learn.

Teachers have important role in teaching and learning. Teacher can guide students in learning something. To be a good teacher, someone should notice the following ideas:

1. A teacher should make her/ his job interesting
2. A teacher must love his/ her job
3. A teacher must have her/ his own personality
4. A teacher must have knowledge

5. A teacher is an entertainer in a positive sense not in a negative sense

(Harmer, 1998: 1-2)

It is not easy to be good teachers, because the teacher should be able to motivate students in learning something better. From the definition above, it explains that teachers can encourage students by providing interesting lesson.

Learning is process of getting something done by learners until they understand what they learn. Douglas Brown suggests that “Learning is acquiring or getting of knowledge a subject or a skill by studying, experience, or instruction” (Burner in Brown, 2001: 7).

There are some understandings of learning according to Douglas Brown in his book *Teaching by Principles* (2000: 7):

3. Learning is acquisition or “getting”
4. Learning is retention of information skill
5. Retention implies storage systems, memory, cognitive organization
6. Learning involves active, conscious focus and acting upon events out side or inside the organism
7. Learning is relatively permanent but subject to forgetting
8. Learning involves some form of practice, perhaps reinforced practice,
9. Learning is a change in behavior.

From the whole definition above, it can be concluded that learning is an activity, which can get something and can produce of behavior changes. Therefore, it has to go through the experiences.

B. Teaching Vocabulary

Vocabulary is really needed in both English teaching and learning. It becomes a key to communicate with others. Most vocabularies words are learned indirectly and the rest must be taught directly.

McCarthy suggests that “No matter how well the student learn grammar, no matter how successfully the sound of L2 are mastered , without words to express a wider range of meanings, communication in an L2 just cannot happened in any meaningful way. (McCarthy, 1990: viii).

The linguistic David Walkins summed up the importance of vocabulary learning is:

.....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 expressions. You can say very little grammar, but you can say almost anything with words (Scott Thornbury, 2002: 13). It means that vocabulary is as important as grammar vocabulary. If there is a learner having good grammatical knowledge, but they do not have words of new language. Finally, they will not be able to use the language for communication.

From the whole definition, it can be concluded that vocabulary is very important in the first time for learning English. Besides, it is main subject in learning a new language.

C. Techniques in Teaching Vocabulary

Techniques are important for teachers in the process of teaching and learning. Teachers need an appropriate technique when they teach. Teachers should make their lesson understandable and enjoyable followed by learners. According to Douglas Brown, “techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. (Brown, 2000: 14). It can be concluded that techniques are teaching activities done by the teacher in the classroom, but it is still appropriate with overall plan. Although it is done by using different ways, it still has harmony with an approach as well.

Technique used by the teacher is very essential, because it will influence the success in learning process of something. If teachers face particular situation, they know how teach them by using appropriate technique. The teacher must match the material which should be given for the learner with the appropriate technique, so the learner will be able to understand the teachers’ explanation easily.

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 helps students to memorize word through visualization. Teachers can use object or bring the things to the classroom to help students know the meaning of the word.

- Using Illustration and Pictures

A great deal of vocabulary can be introduced by using illustration or picture. Visual support helps students understand the meaning and it also makes the word more memorable.

- Repetition

Say the word again and again. It helps students in memorizing the word, because children learn new words relatively quickly but they also forget them quickly.

- Mime expressions and gesture

Many word can be introduce through mime expressions a gestures; for examples if teacher wants to introduce “the name of animal”. Students can learn the meaning of the word by imitating the sound of the animal or the way of the animal walk or eat

- Guessing from context

Encourage students to guess the meaning of the word they do not know as much as possible. It will help them to 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: 9)

CHAPTER III

DISCUSSION

A. SDN Nglorog 3 Sragen

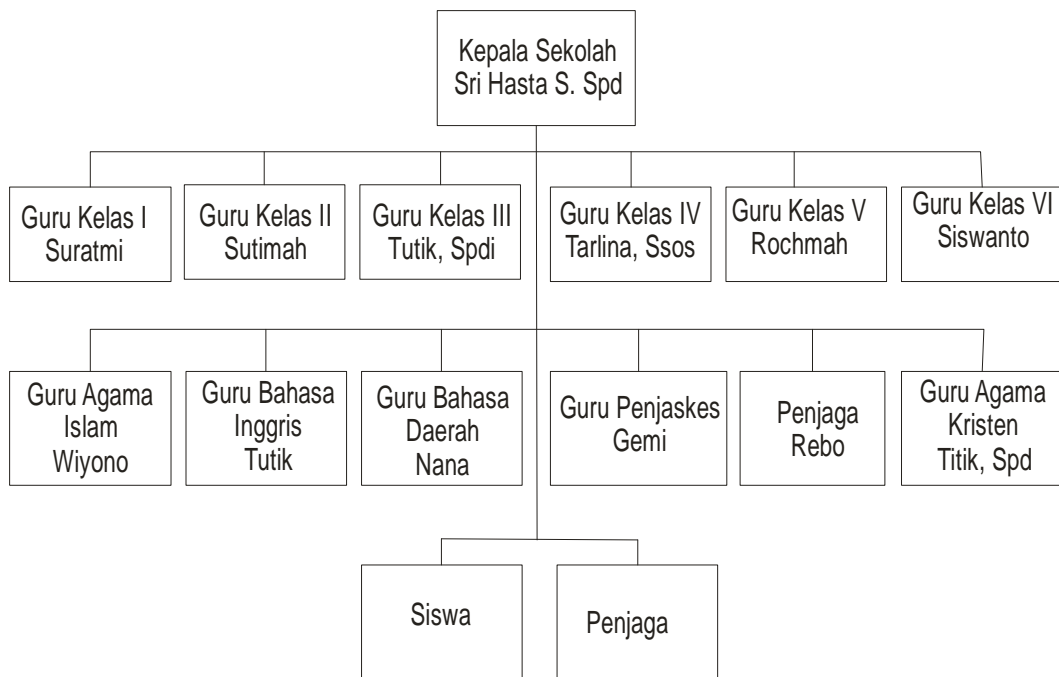
1. Description of SDN Nglorog 3

SDN Nglorog 3 Sragen is located at Jl. Perintis Kemerdekaan No. 40 Sragen, Sragen Regency. The name of the school is appropriate with the name of village, it is Nglorog village. The school has 146 students; there are 85 boys and 61 girls. The school was built in 1976. Now, the school is being renovated, because there are classrooms which are not appropriate for proper study.

The building of the school is divided into three parts. The first building consists of a teachers' room, a head master's room, a gardener's room, and a canteen. The second building comprises of four classrooms for different levels (the first grade, the second grade, the third grade and the sixth grade) and a parking area. The last building consists of two rooms (the fourth and the fifth grades) and a classroom for kindergarten.

2. The Organization Structure

The highest level of the school organization structure is the head master. She has the biggest responsibility of all the teachers in the school. There is a teacher holding the responsibility of each class. There are teachers who teach the specific subject in sports, computer, and Javanese. Besides, there are two religion teachers. All of teachers and the gardener are responsible to the head master.



3. Brief History of SDN Nglorog 3 Sragen

SDN Nglorog III was established on 1976, Sragen. The building was made of bamboo and wood. On 1 July 1985, the school was decided to become a state school under *Dinas Pendidikan dan Kebudayaan Propinsi Jateng* and Governor of Central Java at the time. The government gave aids in 1988 to renovate the buildings, which are located at Jl. Perintis Kemerdekaan No. 40, Sragen.

There were nine teachers in the school in 1991. The regent of Sragen, Drs. Soekmadi, gave a permit to renovate in 1992, when the head master was hold by Ristamsi. Location of SDN Nglorog III Sragen is very strategic, because it is near the favorite Senior High School in the area, SMAN I Sragen. Besides, there is hospital located 40m from the school. Location of the school is about 60m from the main road in Sragen, Jl. Raya Sukowati.

B. The Activities during the Job Training

1. Class Observation

The writer directly observed the SDN Nglorog III Sragen to get data. After observation in the school, she found some classrooms already renovated. They are the first, third, and sixth grades classrooms. However, there are some classrooms which are not suitable for students' learning, because it is a little dark for the students to study well. Each classroom is completed with some learning supporting facilities for students such as brooms, erasers, chairs, tables, alphabets, pictures of national heroes and heroines.

The students' behavior was good; it could be seen from their attitude everyday. When they heard the bell rang, they entered the classroom. Next, the leader of the class gave command to all of the students to greet the teacher. After the end of study, the students shook hand with the teacher one by one.

If they wanted to go to toilet, they would ask permit to the teacher. She would ask them to get permit in English by saying "May I go to the toilet, Miss?". The teacher gave the sentence model and asked them to repeat it well.

The writer found that most of students were very enthusiastic in learning English, but there were some students who did not like English. They felt that English was too difficult to be learnt. They started to study English when they were in the fourth grade. They had an evaluation book only, any without any English hand books.

2. Lesson Plan

A lesson plan is very important thing for the teacher. It can guide the teacher to explain the material for students. The teacher can organize the lesson through making a lesson plan. Besides, the writer can set goals for every meeting. A lesson plan can be defined as guidance for the teacher, so the teacher has to make a lesson plan before teaching.

Generally, a lesson plan consists of:

a. Building knowledge of the field

After greeting the students, the teacher should be able to make the students interested in the lesson. Usually, the teacher gives some questions which are related in the learning material for students.

b. Modeling of Text

The teacher explained the learning materials clearly to students. She could use many kinds of techniques to teach them well.

c. Joint construction and Individual Construction

In this session, students were asked to do exercise in groups, it consisted of two persons or more. After that, they will be asked to do the exercise individually.

d. Closing

Teachers do some activities before closing the lesson, they are

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

Although the lesson plan helped the writer in teaching vocabulary, but external factors which affected during the lesson could interrupt it.

C. Discussion

1. The Process of Teaching Vocabulary in The 5th Students of SDN Nglorog 3 Sragen

The head master of SDN Nglorog 3 asked the writer to teach the fifth grade. When the writer had the job training in the school, the students were given formal English, because they were prepared for the formal English course in the secondary School

In SDN Nglorog 3, English Lesson is given from the 1st grade until the 6th grade classes. English becomes an additional course, because it is not a major lesson, such as mathematics, social sciences, and Indonesian Language.

The teacher teaches English every Thursday at 9.00 am until 10.15 am. The process of teaching vocabulary in the 5th grade students consists of :

- 1. Building Knowledge of Field (BKOF)**
- 2. Explanation**
- 3. Joint construction test**
- 4. Individually construction test**
- 5. Ending the lesson**

1. Building Knowledge of Field

In the beginning of the lesson, the teacher began the class by greeting, checking the student attendance, and singing a song. The teacher started the lesson by greeting.

Teacher : “Good afternoon, students?”

Students : “Good afternoon, mom.”

Teacher : “How are you today?”

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

Teacher : “I am fine too. Thank you.”

After greeting, the teacher checked the student attendance by calling the name of students one by one. Next, the teacher gave a song and sang it alone, and then the students sang that song together by repeating after her. After the song was ended, we clapped hand together to build our spirit.

The song is:

“Good Morning 3x”

“How are you”

“Good morning 3x. I am fine thank you”

Before using techniques to introduce the lesson, the teacher had to lead a brainstorming step. It was very important, because it could encourage the students. The teacher asked students some questions related with the topic. The question would make students pay attention to her. Besides, it could show the background of the student’s knowledge about the material. For example, the teacher taught about profession.

Teacher : “What kinds of profession do you know ?”

“Macam-macam pekerjaan apa yang kamu ketahui ?”

Students : ” *Dokter, perawat, guru*”

Teacher : “What is your father?”

“Apa pekerjaan ayahmu ?”

Student : “*Sopir*”

Teacher : “Oh.. Your father is a driver. Please, repeat after me “a driver”

“Oh. Ayahmu seorang sopir.Tolong tirukan saya,” a driver”

Student : “A driver”.

The students did not know the meaning those questions asked by the teacher, so she repeated it in Indonesian, in order that they could answer those questions. If they did not answer in English, they would answer those questions in their mother tongue in Javanese, or in Indonesian. The teacher also said to students that we would learn about something and she explained the purpose after the lesson.

2. Explanation

In this stage, the teacher explained the material clearly, of the topic called modeling of text. The teacher wanted to make the lesson interesting by using some of the techniques. Thus, it would make the students understand the material better.

After this session, the teacher used a different technique to introduce English for students based on the material, so it will encourage students' ability in

understanding the lesson. These are some techniques used by the teacher in explaining material about profession.

a. Reading

In their book, there were some dialogues about profession. The teacher read the dialogues first, then students repeated after her together. If students read it some words incorrectly, the teacher read again correctly. After that, she asked students to read correctly. This activity was to practice their skill of reading correctly.

After reading the dialogues, the teacher asked students.

Teacher : "Are there different professions of the dialogue?"

: "*Apakah ada macam-macam profesi lain di dalam dialog?*"

Teacher : "Please, mentions many kinds profession do you know?"

: "*Tolong sebutkan macam-macam profesi yang kalian ketahui.*"

When, she gave the question in English, she would repeat it in Indonesian. The students knew the meaning of those questions so, they could answer it. Then, the teacher wrote many kinds of profession in English mentioned by students on the blackboard. She did not forget to ask students to copy them in their notebook

b. Using the pictures and repeating

In explaining the lesson materials about profession, the teacher also used pictures. There were many kinds of professions pictures there. The teacher asked them to read one by one. They had to read words with correct pronunciation. They repeated two up to three times until they memorized the words well. Repetition

would help students in memorizing and practicing to pronounce words correctly. If there were additional English words, they wrote them in their note book. By using pictures, it could help the students to know the meaning, because they found the meaning from the pictures.

c. Introducing simple sentences

After the students knew and understood the meaning of the words well, the writer wanted to introduce simple sentences for them. The writer gave some words as a clue related to the topic, so they did not get confused.

For example, when the writer taught many kinds of professions, it looked like this :

➤ Mr. Dito/ farmer/ in rice field

Mr. Dito is a farmer. He works in a rice field

Ms. Nina / nurse / doctor

Ms Nina is a nurse. She helps the doctor.

By introducing simple sentences, they would know new words, including words related to the topic.

d. Bringing real object

In teaching many kinds of profession, the teacher did not use this technique. She used this technique when teaching the shapes. The teacher brought the things in spherical, cylinder, and rectangular shapes. For example, she brought a ball, a small cylinder, and a pyramid made of paper.

To ensure students understanding, she wrote down many kinds of shapes on the blackboard. The teacher read some words and students repeated after her, they repeated two up to three times until they pronounced the words correctly.

3. Joint Construction Test

After giving explanation clearly, the writer had to check the students understanding about the lesson. It was to know whether students mastered the material clearly or not by practicing some activities. The teacher also gave a game. In this session, the teacher asked the students to do activities in group. If they did not understand the material, they could cooperate with their partner or groups.

a. Playing games

It was used to make conducive situation in the class after studying the material. The writer asked students to play a game. Game activity also could help students to memorize words that they learned. The teacher gave the copy of puzzle and asked the students to find words related to the material that have been discussed. She asked students to do it in pairs. The teacher would give the prize for the fastest student who got the most words, so it made students enthusiastic in finding the words.

b. Speaking Activities

- Listen and repeat

The students listened and repeated what the teacher said. After teaching profession, the teacher wanted to improve students' ability in listening. For example, The teacher said "He is a pilot"

The students repeated "He is a pilot"

- Practice the dialogue

The teacher asked the students to practice the dialogue with her friends in front of the class. Dina : "What does a bricklayer do?"

Devi : "He builds the house"

Ryan : "What does the policeman do?"

Sulton : "He regulates the traffic"

If there was wrong pronunciation, the teacher corrected the student's pronunciation.

c. Writing Activities

1. Matching

In this session, the teacher asked the students to match the words in column with the suitable pictures.

2. Filling the missing word

It is called jumble letter. The teacher asked the students to fill the missing words. For example, the teacher taught about shapes.

3. Making sentences

When the writer taught the profession material, she did not want to introduce profession words only, but she also introduced additional words for them by making sentences. For example:

➤ Mrs. Intan / nurse/ hospital

Mrs. Intan is a nurse. She works in the hospital

➤ Mr Rahman/ bank manager/ office

Mr Rahman is a bank manager. He works in the office

Do like examples!

a. Mr Andi/ pilot/ airport

b. Rani / secretary/ office

c. Mr Priyo/ farmer/ rice field

d. Mr Yonan / doctor / hospital

d. Listening Activities

In this activity, the teacher asked students to listen carefully and then they had to repeat correctly. The teacher read the word first, students repeated after her. She should make sure that students' pronunciation is correct.

For example, The writer said "sailor"

The students repeated "sailor"

e. Reading Activities

The writer asked students to read simple sentences or dialogues related to the topic.

For example,

Reno is a pilot. He works for an airline.

Dina is a secretary. She works in an office.

4. Individual Construction Test

After students practiced the material in pairs or with their groups, the teacher reviewed all of the materials generally. Students also were asked whether they understood or not about the material learned. The teacher also gave the students time for asking question, if there were any material that they did not understand. After that, the teacher gave the test or homework for students. The students should do it individually. By giving the test or homework, the students could study at home. The test or homework could be taken from *Fokus* or any source book. Sometimes, it can be also made by the teacher. It has to be related to the topic discussed.

5. Ending the Lesson.

Before ending the lesson, the teacher did not forget to say “Thank you for today”. The teacher also suggested ”Don’t forget to do the homework and study hard”. The teacher closed the lesson by saying “goodbye” and the students replied by saying “goodbye”.

2. Problems in Teaching Vocabulary in the 5th Grade Students of SDN Nglorog 3 Sragen

When the teacher taught in SDN Nglorog 3 Sragen, There were some problems faced. They were :

- Most of the students got difficulties in pronouncing English words.
- Most of the students got difficulties in writing English words
- There were students who could not stop talking during the process of study.
- The students did not have English book.
- Most of the students were lazy to remember English words.

3. Solutions for the problems in teaching Vocabulary in the 5th Grade Students of SDN Nglorog 3 Sragen.

The writer tried to give the solution to solve the problems during the process of teaching vocabulary for the 5th grade students of SDN Nglorog 3 Sragen. The solution were :

- Most of students made mistake when they pronounced the English word first. For example, the teacher asked the students to say nurse / n3:s/. They would say "nurse" in Indonesian. To solve this problem, the teacher asked them to repeat the difficult word until they could pronounce the word correctly.
- The teacher wrote down English words on the blackboard, so students could copy English written correctly.

- If there were students talking during the process of study, the teacher could use some ways to solve this problem. The teacher:
 - Tried to pause by making eye contact with the students
 - Tried to catch their attention by saying “OK”, “RIGHT”, or asked them to clap their hand.
 - The teacher could give short verbal instruction “ Put your ruler and listen”
 - Tried to stop their talking by calling their name such as “Reza stop talking, please!”. It could make them quite as soon as possible and they would keep their attention to the lesson and the teacher.
- They had an evaluation book. To solve this problem, the teacher gave the note clearly, and they had to write it in their note book. The teacher did not ask them to buy the English book, because the price of the book was very expensive for them.
- The teacher asked the students to memorize English words. If they could answer question asked by the teacher in the next meeting, they would get the prize.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. Process of teaching vocabulary in the 5th grade students of SDN Nglorog

III Sragen consists of:

a. Building Knowledge of Field

In this session, the teacher always began the class by greeting, checking the student attendance. Sometime, she gave a song. If there were home works, she would discuss it. The teacher also gave some questions related to the topic to introduce new topic called brainstorming.

b. Explanation. That is to make students focus on the material and to help students memorize vocabularies, the teacher used some ways: reading, using picture and repeating, introducing simple sentence, and bringing real object.

c. Practices. The teacher wanted to check the students understanding by practicing some activities.

b. Playing games could be played either individually or in groups.

c. Speaking activities. Students should practice the dialogue, listen, and repeat. It is to know the student' ability in pronouncing English words.

➤ Writing activities. Students should be able to write correctly, because English written is difference with the spoken. They were asked to match the words to pictures, fill the missing words, and make sentences

➤ Listening activities. Students listened and repeated what the teacher said. They have practiced the pronunciation of the words in speaking activities

➤ Reading activities. Students practiced reading skill by reading simple sentences or short text.

➤ The teacher should give a test or home work individually. It had to been related to the topic discussed.

d. Ending the lesson. The teacher ended the lesson by doing some activities :

d. Reviewing all the material generally

e. Saying thank you and goodbye.

2. Problems and Solutions in Teaching Vocabulary in the 5th Grade Students of SDN Nglorog 3 Sragen.

f. Most of the students got difficulties in pronouncing the English word. The teacher asked the students to repeat difficult word until they could pronounce the word correctly.

g. Most of the students got difficulties in writing the English word. The teacher wrote English words on the blackboard.

h. There were students who could not stop talking during the process of study. The teacher:

- ❖ Tried to catch their attention by saying “OK”, “RIGHT”, or asking them to clap their hand.
- ❖ The teacher could give short verbal instruction “ Put your ruler and listen”
- ❖ Tried to stop their talking by calling their name such as “Reza stop talking, please!”.

i. The students did not have any English hand book. The teacher could copy the lesson material or give note for them.

j. Most of the students were lazy to remember English words. The teacher motivated the students by giving prize.

A. Suggestion

The writer tried to give suggestions for the problems

1. For English teacher

The teacher should make students interested to the lesson, so they do not think that the lesson is boring and difficult to be learnt. The teacher can use games to introduce material or practice the material, so they will not feel bored with the lesson. The students have to be active person.

2. For English Diploma program Students

Before having job training, English diploma program students have to prepare the material that will be taught to the students. They also arrange a lesson

plan. Besides, they have to decide the appropriate title before getting job training.

The last one is they have to read previous final project, because it can make them easier to do final project.

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APPENDICES

Teaching English Vocabulary to the 5th grade students of Elementary School in SD N Nglorog 3 Sragen Lesson Plan

Topic : Profession

Subject: 5th Grade Students of Elementary School

Time : 2X

Skill : Reading , Speaking, Listening, Writing

BKOF

Teacher greets the Students

Explain The Topic to Students

Giving Brain Storming

Teacher Greets Students

T : “ Good Afternoon, Students?”

S : “Good Afternoon , mom.”

Teacher asks students

T : “What kinds of Profession do you know?”

Student will answer the question.

Teacher asks some students

T : “What is your father or your mother?”

Student answer “a farmer” or “a teacher”

The teacher says “Today we will learn about profession, after the lesson, I hope you will be able to mention many kinds of profession.”

The teacher distributes the material.

Modeling of Text

Reading

There are some dialogues about professions

The teacher reading the dialogues then the students repeat after teacher.

Teacher asks : “ Are there profession of the dialogues?”

Students answer : “Yes , there are.”

Then the teacher asks again.

T : “Can you mention some profession there.”

Teacher writes the answers on the black board.

S : “Yes, Headmaster, bricklayer.”

Teacher asks students to look at the picture.

The teacher asks students to mention it.

T : “There are many kinds of profession. Can you mention it?”

Then the teacher writes many kinds of profession on the blackboard. After that, she asks students to copy it in their book.

Speaking

The teacher gives an picture, then she asks students to mention the profession from the picture and they should read correctly.

The teacher makes a block on the blackboard. Then, she asks students to listen and complete the blocks with words indicating the kinds of profession mentioned. After that, teacher asks the students repeat she say.

Writing

Teacher gives the students word list

Teacher asks students to translate in Indonesia

Farmer : petani

Headmaster : kepala sekolah

Doctor : dokter

Postman : Tukang pos

Join construction Text

Teacher gives puzzle to students. The instruction is the students should find the kinds of profession. Teacher asks students to do it in pairs.

Individual Construction

Teacher gives homework. She asks students to do exercise 1