

FINAL REPORT

**PROCEDURES OF TEACHING VOCABULARY AT STATE
ELEMENTARY SCHOOL OF GRINDANG, HARGOMULYO,
KULONPROGO**

Presented as a Partial Fulfillment of the Requirements
to Obtain an *Ahli Madya* in English



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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri.

Sepanjang sepengetahuan saya tidak berisi materi yang di tulis orang lain atau telah di gunakan sebagai persyaratan penyelesaian studi di perguruan tinggi lain kecuali bagian tertentu yang saya saya ambil sebagai acuan.

Bila pernyataan ini tidak benar sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 8 Maret 2011

Yang membuat pernyataan

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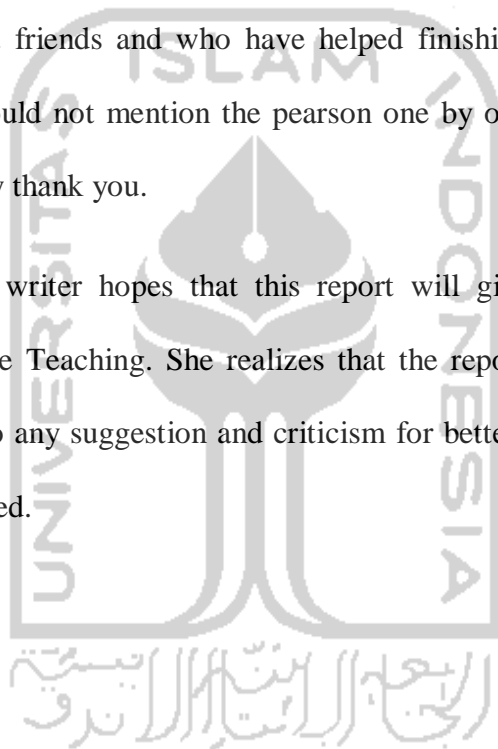
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Indrati Astowo

ABSTRACT

Procedures Of Teaching Vocabulary At State Elementary School Of
Grindang, Hargomulyo, Kulonprogo

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Learning vocabulary for most students who are studying English is challenging because this is related to remembering words or simple sentences. When time to remember of learning sentences or words comes, students always have difficulties. The problem of the student is difficulties to remembering the new words or as consequences the students difficult for communication with other students and the students have not confident to presentation or communication with other person. By limited vocabulary could influences in other skill like reading, speaking and etc.

Teaching vocabulary is challenging process. The teacher should using suitable method for students. The purpose of the teacher using suitable method in order to the students easy for learning, easy means enjoy and they have easy for comprehend what have already learned. The way is story telling. Story telling included many methods, like speaking, reading and writing. The process of learning one ather thing, introduction, reading the story book, find out the meaning, refreshing and test.

The result of final report are Increasing score of the student which is important thing in teaching vocabulary. The score increase reflects that students have understood the material. Story telling help the student to increase their structure score. The students also show the out come in three aspects like, psikomotor, cognitive and affective. Trough story telling the students could improve their vocabulary and the studens not ashamed and more confidenceto perform in front of the class.

Keywords: Teacing vocabulary, Story telling

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the field study, the field setting, and the significance of the field study

1.1 Background of the Field Study

PPL – the field study - is one of requirements for students to finish their study and the activities done during the *PPL* can be used to write final report. In doing the *PPL*, there is an opportunity for the students to teach as real teacher and must be responsible for their daily work in the place where they do *PPL*. Therefore, it is not wrong to say that the *PPL*'s activities can be seen as peak performance of students in mastering all subjects taught by the lecturers of the English Program Diploma 3 of Islamic University of Indonesia (UII).

The field study took place at *Sekolah Dasar Negeri (SD N - State Elementary School) Grindang Hargomulyo* and it was the only state elementary school in the region. There is having many teachers, include official boys. Because this school located in village does not have many facilities, that facility such as, yard, and drum band tools, mosque, and other toll for supports sports, like ball etc. This school special for *PPL* because, in this school have many extracurricular and the ability the student for learning especially in English still low, and the teacher helps the student with using media, and other trick to teach English

SDN Grindang Hargomulyo, Kokap, Kulonprogo, the students also learn English. Because the school doesn't have facilities to help student to learn

English, the students' ability are low. Especially in grade 6, there are 12 students. Of 12 students, not more than a half has good ability in English.

Furthermore, like the other elementary state teachers, teacher of *SDN Grindang* only does what has been stated in *RPP* (*Rancangan pembelajaran* - the guide book from the government to teacher). Therefore, the teacher does not teach the students and develop teaching and learning process, more than what have been instructed in the *RPP*. In addition, the teacher also always uses native language, and rarely uses English in the classroom except in reading English Books.

In *SDN Grindang Hargomulyo* from grade 4 their learning English, such as in curriculum for elementary school, in order to the student from grade 4 get learning English. The teacher teaching use media, like draw, picture, puppet. In addition, like in *RPP* the teacher using method such as reading, singing, writing, and storytelling. And the ability the student in English language is low from grade, 4 up to 6.

The problem for the students are limited the vocabulary. Because they lack of vocabularies, this condition influence all part of learning English process. As they cannot read, well, difficult to communicate with other student. In this problem, the writer helps to increase the vocabulary the student and build the interesting the student in English. In addition, in order to help the ability the student learning English.

This situation made writers tried to find out more that their problems were, why learning English is so difficult in elementary level especially in

understanding and memorizing the vocabulary. Actually the situation of the learning of the student is critics learning, for example, if they do not understand, their always raise their hand to asking. Because of that, before the teachers teach in class, the teacher should be preparing the material first. At the time, this is time for the writer for directly practice use management writers and other sciences that have been getting from D3 Home UII

1. 2 Field Setting

The field study was carried out at *SDN Grindang Hargomulyo*. It is located at the Kokap village in Kulonprogo Regency where is lying in the Yogyakarta and Central Java provinces border. However, as it is located at remote area, *SD N Grindang* is far from noise, and hustle of the city. Therefore, the learning process seems to be very conducive. In addition, the field study has been done in July, and the writer taught three classes that are Grade 4 which contains of 25 students, Grade 5 containing 20 students and grade 6 containing 12 students.

Like other state schools, *SDN Grindang* has vision and missions as the foundation of the school to progress. The vision says that the school educates students to be devoted to the realization of the God Almighty, to be an intelligent, skilled, noble, and discipline student.

Meanwhile, there are five purposes in the school's mission. They are 1) Increasing the students' faith or *taqwa* which means love for *Allah SWT* and does all instructions that *Allah SWT* has ordered in order to becoming a religious person, 2) Increasing the quality of education, and science and technology, 3)

Endorsing the education decentralization, 4) Increasing the school's infrastructure in order to increase the extra curricular activities and the process of learning.

In order to achieve the vision and missions, *SDN Grindang* implements a variety of activities that support student and school progresses. Several sports activities are set up for students such as Basketball, Volleyball, and Marathon. In addition to sport, the school held noon prayers together for the aspect of religion, Indonesian language, English, Science, Social Science and Mathematics for extra tutorial activities, and boys/girls scout and Drum Band for other extra curricular activities.

As a state school, *SDN Grindang* also granted for *BOS (Bantuan Operasional Sekolah* - operational costs grant from Ministry of National Education of Republic of Indonesia), which is used to pay school fees and to improve school infrastructure such as the library and mosque schools. Besides of that *BOS* also used to buy the infrastructure, which have support the learning of the student such as completing drum band equipments, maps, books, etc.

Furthermore, the process of learning and teaching in *SDN Grindang* starts at from 07.00 AM up to 12:30 PM for students of grade 4, 5 and 6 only. For students of grade 1, 2, and 3 the classes end at 10.00 AM. After the whole teaching and learning end, the students and the teachers pray *zuhur* together. Meanwhile, the school has special activity every Friday morning before the process learning starts. The teachers, the students, and the schools' employees

take part in cleaning the school. This activity is called *Jum'at bersih* (the Clean Friday).

1.3 The Significance of the Field Study

1.3.1 For the writer

From the implementation of field study, the writer got many benefits. One of them is that writer gains new experiences in teaching an elementary students. The writer can apply method that has been learnt from English Study Program Diploma 3 of Islamic University of Indonesia.

1.3.2 For *SDN Grindang Hargomulyo* students

The fields study provides benefits for *SDN Grindang's* students. They got a different teaching method. By applying different method, it seemed that they could increase their interest and enthusiasm in learning English.

1.3.3 For English Study Program Diploma 3 of UII

In addition, English Study Program Diploma of UII where the writer studies can develop a good collaboration with some schools in Yogyakarta to conduct the same kind of field studies for English Study Program's students. *SDN Grindang* has provided beneficial inputs from the students who carried out the field study to improve and develop skill in teaching English for young learners.

CHAPTER II

SUBJECT REPORT

2.1. Rationale

Vocabulary is one of the fundamentals elements in learning English. Students need to be prepared with wide and vivid vocabularies to complete in the world market place. According to Grover (2008), a contributor of eh ow website, vocabulary is very important to someone who wants to study English. The person needs more vocabularies if she/he wants to master language, and she/he also need some ways how to master it so that she/he is able to remember the vocabularies in order to perform public speaking well.

The way that the students remember the vocabularies easily in one hand is important, but the way that the students use the vocabularies gradually in every time and occasion on the other hand are much more important. By having more vocabularies, they can memorize words and can communicate with other students with easy. As a result, they will become more confident to speak with others.

In this paper, the writer discusses the low capability of the student in mastering English vocabularies. Based on the writer's observation while conducting the field study there, the teacher applies story telling as a method of learning vocabulary. In addition to the method, the class activity is also limited. In class, the 50 students are asking to read the story and find the idea of the story, following the student to tell the story in front of the class. By doing this activity,

students produce the opinion and make sentences. They also talk with other. Furthermore, by making students active, they can build the confident and they are comfortable to interact with friends. The use of retelling the story is making students easier to remember words. Through story telling it can help student to memorizing, because it includes many activities the teacher can do like singing, gaming, and retelling.

It is obvious that the purpose of teaching English SD N Grindang is to increase the vocabulary and in order to make the students do not feel strange and difficult to say and to read English words and texts such as thank you, good morning, how are you, etc. Beside that in every meeting in English class, the teacher has rules. If the students do not finish the exercise, the teacher will give students punishment. One of punishments the teacher gave was that the student should memorize the word or retell the story in the front of the class and the teacher is always ready with storybooks. By doing this, the student can increase the vocabularies they have and they become more confidence to come up to the front of class and are easy to say some expressions such as *good morning* and *excuse me*.

Another purpose of this activity is that the teacher can know whomever the students who have low ability in vocabulary. For these students, the teacher gave the students spirit and paid more attention to them. These students usually did not memorize well. As result, they were not confident to speak and they were not interacted with the other students well. If this condition has let without any

effort to overcome it, the students will get bad effect both for their learning English and for social interaction.

Therefore, the writer tried to do some efforts to help students with low ability in vocabularies. The writer tried to improve the students' vocabulary through other activities such as games and quiz. The quiz became a routine activity which was done before the students left the class and occurred while the writer did field study there. The role was that the students raised their hands and chose the paper containing words on the blackboard and answered it by adding those words with other words. The words are of course related to with what has been studied by the students.

This report is written to answer the following question: How are the procedures done by the teacher to teach vocabulary at *SDN GRINDANG* ?

2.2 Review of Related Literatures

For some basic theories that are supporting the framework of this report, there will be description of vocabulary and language teaching and learning.

2.2.1 Vocabulary

According to Grover (2008), a contributor of eHow website, vocabulary is one of the fundamentals of English. He states that students need to be prepared with a wide and vivid vocabulary to compete in the world's marketplace. Besides that, Hallowel, *another eHow Contributor*, (2000) adds that vocabulary is one of the five essential components of reading instruction. A student's acquired

vocabulary correlates with their ability to comprehend what they read. Meanwhile, Leny (2006) defines vocabulary as a component of a language that maintains all of information about meaning and using word in a language.

It is obvious that vocabulary is the fundamentals of English because vocabulary is one of the important elements in reading. In addition, vocabulary reflects our comprehension of meaning and language use. Therefore vocabularies are important because by mastering vocabularies, communication can be done well.

2.2.2 Teaching Vocabulary

Teaching is challenge processes to transfer material to students and to make the students are able to understand the materials are is not easy. In general, children have limited attention to teaching and learning situation for long time. Therefore, teachers should make variety in their teaching including teaching vocabulary.

Novianik (2008) states:

”The most efficient language and learning must base on the real nature of both language and learning. As the basic components of the four language skills; listening, reading, writing, and speaking, vocabulary has to be mastered by learners. Vocabulary is the main point to learn English. Without adequate vocabulary, we will get difficulties to learn English. To be master in writing and structure the student must master in vocabulary. In this time the teacher, give many sample and opportunity to the student to learning vocabulary and practice. The teacher should have variety for example practice use story telling using puppet, drawing, realia, or in-group.”

The teacher should make the student enjoy studying English especially in vocabulary English. When they are enjoying learning vocabulary, it is hoped that the students think that English is easy.

Some suggestions to teach vocabulary for four grade students are stated in some websites. One of them is stated in *Sofa* (2011), saying that:

“Teaching vocabulary to the fourth graders; teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly and to internalize them.”

Another suggestion is stated in *dunia baca.com*. It is stated here that there are some principles of teaching vocabulary. They are: a) the teaching of vocabulary should be based on the students' ability, b) the teaching of vocabulary should be suitable with student's capability, c) the words are taught from easiest to the difficult.

It can be concluded that teaching vocabulary is transfer material to the student. The basic principle is that the students must learn vocabulary without frustration and having no difficulties. In addition, teachers at one side should be careful and at other side should creative in teaching vocabulary.

2.2.3 The Benefit of Story Telling for Students

Prasetio (2007) states:

“By storytelling some manners or values can be added in order to be applied for children in everyday live.

Therefore, there are some benefits of storytelling for children. First, storytelling helps students of preschool to know more about vocabulary. The teacher must choose a simple story and the students know about the simple story in daily life. Example of this kind of story is fable. Second, the teachers can choose for the students the story consisting of manners, values, moral messages and problem solving. With all expectation, values and the message can applied to children in everyday life. Reading stories or fairy tales to children is one way to communicate with children. From this story, we can send the moral message – a religion or a general message - because it contains of kindness of life”.

It is obvious that story telling can give students many benefits. And besides giving many benefits, the student having fun and like this method. And many method have share by many peoples, include Mehta (2007) also describes some advantages of reciting of story books for children. They are listed as follows: a) lengthened concentration and focus, b) expanded vocabulary, c) enhanced sentence structure and grammar, d) improved creativity and storytelling, e) deepened bonds between parent and child, f) better social skills and adaptability, g) increased confidence and self-esteem, and h) while the pencil-and-paper remains the more popular modus operandi for storybook writing, many new and innovate online book creation formats exist today.

Stoyle (2003) also contributes opinion about benefits of story telling. She says story telling: a) increase children's willingness to communicate thoughts and feelings, b) encourage active participation, c) encourage use of imagination and creativity, d) encourage cooperation between students, and e) enhance listening skills.

It can be concluded that in process of teaching and learning the teacher must be creative and they must have strategies to teach the students in order to make the students interested in learning English. One of strategies that teacher can use in teaching vocabulary in elementary students is by using story telling. The purpose is to avoid the situation where the students are bored and frustrated with a list of words and definitions to memorize. However, teachers find other methods to be applied in teaching vocabulary so that students are excited to learn new words.

2.2.4 Story Telling to Increase Vocabulary

Story telling is good method to apply in teaching and learning. According to Yu-Ling (2007) story telling emphasizes a positive, collaborative, and supportive classroom climate in which students could develop skills in listening, speaking, reading and writing.

Philip (2007) adds storytelling also plays a fundamental role in children's learning: Stories help children organise their varied, daily experiences, acting as a reference point for children to decipher the world around them.

When telling story is done, some techniques must be used to capture the audience's attention. The use of technique can be various, depending on which comfortable atmosphere for the teller is. Some considerations of doing story telling include: a) drama in the actions and challenges for the character of the story, b) express it wildly, use exaggeration and expressions, c) use facial expression and motion with your body and hand gestures, d) describe things

vividly to stimulate the senses to help your audience visualize elements of the story, e) use lots of inflection and voice tone variation, and f) use simple language and easy to remember names and events whenever possible. Furthermore, the activity can go hand in hand with some additional but impressive equipment such as costumes, props, puppets, dolls /figurines and blocks. These properties can be adjusted with the story, character, theme or setting (Learning: 2008).

From the above theory, it is obvious that story telling is one of ways to teach vocabulary to children. The use of storytelling in teaching vocabulary is alternative strategy to create the target language and creative story writing will help kids to use their imagination. The main aim is to keep the kids busy and at the same time to improve their vocabulary and imaginations and to build confidence. Hence, storytelling is effective to handle students who are busy in class, are difficult in having vocabulary and learning.

2.3 FINDING AND DISCUSSION

The teaching learning procedures in every meeting was begun with reading story and then was focused by activities and testing.

2.3.1 The First Meeting

During the writer was doing field study at SD Grindang, the writer was applying story telling method in teaching English. Why story telling was chosen because story telling included some skills such as reading and vocabulary. Story telling also helps the students to be more creative for example after done

storytelling the activity could be continued by completing with drawing. In addition, it entailed many moral messages. Therefore, this method helps students in learning English.

Furthermore, the more complete description will be presented for the three meetings.

2.3.1.1 Story

The teacher chose the story in title with *Situ Bagendit* that contained message culture and moral messages. This story was written in the elementary school book. Some reasons in choosing this book were that first it had many moral messages. Secondly, it was not written in long sentences and thirdly the words seemed easy to understand by the student. By telling this story, the writer hoped the students could get the moral messages and also enhances their vocabularies. In this story the student learnt how to be a low profile and an easy going person.

2.3.1.2 Activity

The activities done in the class was introduction, the aim of introduction in this part is for elicitation for the students. Second activity was reading the story, because reading story is interesting activity for the students, Based on Wendy A Scoot and Lisbeth H. Ytreberg (2004) said that children all of ages love to be read to, and the teacher should try to spend as much time as possible reading to the eight to ten ears olds as well as to the younger group.

Looking for the meaning of the story in dictionary was third activity in this activity. This activity helps the student for more easily remember the meaning, and to help the student for more communication with other students know the story also have many purposes. This activity is relevant with what Harmer (2007) pointed out that there is a fact that by the time we are asked for meaning, the students really do want to know them because the intervening process has encouraged them to invest some time in the meaning search.

The third activity was retelling in *Bahasa Indonesia*. Retelling after reading provides another opportunity for the reader to reconstruct the text such as the quoting by Allezadubois (2006) to say that retelling they extend and enhance the readers' comprehending and comprehension process. While providing evidence for and insight into understanding the process. These activities are intended that students are easy to memorize words or sentences in English or in *Bahasa Indonesia*.

The fourth activity was refreshing. This part helps the student relax and did not easily feel bored in the middle of lesson. The fifth activity was test. Test is important for the evaluation for the student how far the student understood. Testing is not only evaluation for the grade elementary school but teacher and other education professionals spend a lot of time testing, evaluating and assessing students, (Harmer, 379:2007). The last activity was quiz. The aim of quiz was for ensuring to the student the lesson. And all of the activity procedure will discuss one by one.

In conducting the activities in the class, there are five steps done. First activity is introduction. The activity teacher distributed a story telling. The teacher gave a short introduction about the story and what will be learning. The introduction was done in order to elicit students, with the material and it is hoped that the student can imagine what thing will be learnt. In the opening the student seemed can like with this subject; they felt that English was difficult and could make them bored. That was showed by the face of the student and almost of them said, (oh English again!!!) ‘Yah *bahasa inggris meneh, bahasa inggris meneh*’!!!! This statement represented that the student were lazy to learn English.

However the teacher brought and showed them some realias such as, puppet, draw, and color full origami paper they were likely be enthusiast. They always ask, and wanted to know for what these materials, unfortunately other student touched and wanted to borrow the story book and draw. That condition was not for the entire students. Many students kept sitting on their chair, they looked ashamed for asking. Special in this class there was one student, who had difficulties to understand what the teacher had delivered

The Second step was reading. In this activity, after the entire student got the copy of the material and then the students were asked for reading the story and matching the pictures with the story. The teacher read the story with emphasizing on the special word in order to be understood easier and remembered by the students. The teacher read it with mimicry and supported by puppet. Those activities were intended to make the student. The students showed

that interest I learning English with this method. Before using this method the student always requested to the teacher for closing the learning early, but after using this method the student request to the teacher in order to add times the learning English.

The Third step was finding meaning in *Bahasa Indonesia*. In order to get the messages and helps the student in a process of remembering, the teacher asked the student to find out the meaning of the word in *Bahasa Indonesia* that worried help the students to know the rules and the purpose of the story and easy it would make them to use these word for retelling in front of the class. And also those words were understandable by the other students.

The Fourth step was refreshing. This activity was done after the process of learning finished. The teacher asked for the students to choose English game or sing an English song.

The Fifth activity was testing there were three types of test given to the students there were retelling, comprehension test, and Quiz.

2.3.1.2.1 The First test

The First test was retelling. The students were responsible for retelling the story. They may use English or *Bahasa Indonesia*. Retelling was chosen because the teacher knew how far the ability of the student in remembering the words. In addition, it trained the students to be more confident to perform in the front of the class. In this activity the student learnt how to spelling well. With

that ways the student often to listen or speak with that word, so the effect the student easier in process remembering. The characteristic of the young learner is have limited spent attention; they did not keep long concentration, so the teacher should make the learning so enjoy and the student like. The game and sing a song this have purpose the student don't feel boring and keep the student enjoy and fun learning English, with that's ways could changes image that English is difficult and bored. The teacher choose this method have purposed that this method is suitable for the young learner, in elementary school, as we know the children still like song, game, draw and have limited attentions spent. So the teacher could bring the subject with monotone, like only reading, as long time the learning. The important thing that could keep mood the student and the learning can be fun and enjoy and the student could be easy for learning.

With this ways majorities student could increase their ability in memorize the vocabularies and the student more active while learning English in class. In this class the score of the student good and the student could make a little bit sentences, asking for help, greeting, number, name of things and etc

2.3.1.2.2 The second test

The second test is comprehension test. The teacher give small task for the student, the teacher give list of word, and the student should looking for the meaning, who have finished first, and will get the origami paper and have leaf the class for buying some foods and drinks

2.3.1.2.3 The third test

The third tests are quiz. In this part, the teacher has given small quiz, in order to for remembering the vocabularies student. Who the student has answered that will be leaf the class.

2. 3. 2. The Second Meeting

In second meeting the activity not far from activities was done with the same steps as the first meeting.

2.3.2.1 Story

The activities done in the class were reading the story, looking for the meaning of the story, and retelling in *Bahasa Indonesia*. These activities are Second meeting with the student; the teachers bring other story, in this case the teacher use myth and legend of *Tangkuban perahu*. Why the teachers choose this story, because, this story is familiar in the student, and the student usually watching television and look this story. From the familiar these story the student easier for learning and have easy to follow this story. The important think that this story doesn't contain difficult word and haven't long story, so the student easy to looking for the meaning and easy for remember the meaning. Beside this story have many moral messages. This story also include in book, from the government.

2.3.2.2 Activity

The first activity was introduction; the activities in class the teacher was distributed the story telling. The teacher given introduction about the subject

lesson .The introduction had purposed in order to as elicitation for the students, and the student could imagine what will be learning. And the teachers had checked what the students ready with this topic.

The second step was reading. In this activity, after the entire student got the copy of the material and then the students were asked for reading the story and matching the pictures with the story. The teacher read the story with emphasizing on the special word in order to be understood easier and remembered by the students. The teacher read it with mimicry and supported by puppet. Those activities were intended to make the student. The students showed that interest I learning English with this method. Before using this method the student always requested to the teacher for closing the learning early, but after using this method the student request to the teacher in order to add times the learning English.

The third step was finding meaning in *Bahasa Indonesia*. In order to get the messages and helps the student in a process of remembering, the teacher asked the student to find out the meaning of the word in *Bahasa Indonesia* that worried help the students to know the rules and the purpose of the story and easy it would make them to use these word for retelling in front of the class. And also those words were understandable by the other students.

The fourth step was Refreshing. This activity was done after the process of learning finished. The teacher asked for the students to choose English game or sing an English song.

The fifth activity was testing there were three types of test given to the students there were retelling, comprehension test, and quiz.

2.3.2.2.1 The first test.

The first test was retelling the student was responsible for telling the story. They may use English language or *Bahasa*. Retelling was chosen because it will help the students in remembering the words and train the students for more confident to retell in front of the class. In retelling, student learnt spelling well. The aims of the teacher using this activity are the teacher following in book (RPP) in that book mentions that the student should be able for retelling the story and use simple present tense. Make their sentences for retelling. The important think that the children should be able knows the mean of the story. As long as in this activity the children happy, didn't bored and enthusiastic.

2.3.2.2.2 The second test

The second test was comprehension task. Answer the questions that have relation with the sentences and analyze the sentences by using simple past tense. The focus of the teacher was to increase the vocabularies and to use simple past tense; therefore, the teacher asked for the students to retell and to find out the meaning. Besides the students also had remembered many word, that contain in the story. The important think that the students could make sentences used simple past tense. The writer concludes that learning use this way is fun and suitable for the students.

2.3.2.2.3 The third test

The third test was quiz. In this part, the teacher has given small quiz, in order to help the student to remember the vocabularies or make simple sentences in simple past tenses. Who the student has answered that will be leave the class. The teacher didn't have any seriously problem. The students have to learning well. The student's active for retelling and looking for the meaning in dictionary. The students have enthusiast for got good score. This score will be raised the motivation of the student for learning English. The result of this learning is success, because the students have follow well and they can get good score. Their can increase their vocabularies, that shown by the result of the test, their can answer many question and know the meaning of the word in Indonesia. The important think that the student can use simple past tense and able for retelling the story.

2. 3.3 The third Meeting

Third meeting, the writer didn't use story telling but pure use a paragraph that describing something.

2.3.3.1 Story

The writer choose story about *Kulon Progo*, the teacher use this story because, didn't like usual using story use picture, so in this week the teacher use a paragraph without picture. Like on the book from the government theme this week is public place. And the student should have many public places.

2.3.3.2 Activity

The activities of the student in third meeting are including, listening, speaking, reading and writing.

- Listening activities, the student look the picture, and the teacher give many sentences that have relation with the picture and the student join the pictures with the sentences be read the teacher.
- Speaking activities, the students learn and practice the dialogue, such as, how to asking, permission, and etc. besides that the students also learning name of places and preposition.
- Writing activities, the student write three sentences about what their friends doing in class then read the sentences in front of the class.
- In reading section the student read three paragraphs, that paragraph about *Kulon Progo*, the student should looking for the meaning like usual and. And not different with next week the student should retelling in front of the class. What different, in this week are, the student should retelling use *Bahasa*. Way in *Bahasa*, because with use *Bahasa* the teacher know how far the student have understood the story, and how far the students have retelling to the other student and have make other believe or understood too.

The first activity was Introduction. In this activity the teacher distributed the story telling. The teacher given introduction the subject will be subject lesson today. The introduction had purposed in order to as the elicitation for the students, and the student can imagine what will be learning. And the teachers have check what the students ready with this topic.

The second activity was reading, after all the student got the story after that the teacher ask the student for reading the story and look the picture then the teacher read the story with note in the special word in order to the student more understand more easy to remember, and exactly with mimic and also used puppets in order to the student more enthusiast in learning. The teacher tells that story telling with the student; show that interest learning English with this method. Before using this method the student always request to the teacher for closing the learning early, But after using this method the student request to the teacher in order to add times the learning English. In reading section the student read three paragraphs, that paragraph about *Kulon Progo*. The teacher has read that paragraph and after finish, the student should find out the meaning like usual. And not different with next week the student should retelling in front of the class. What different, in this week are, the student should retelling used *Bahasa*. Way in *Bahasa*, because with used *Bahasa* the teacher know how far the student have understood the story, and how far the students have retelling to the other student and have make other believe or understood too. After that the activity of the student are answer ten questions, that questions have relations with that story and what have their learning. The problem of this activity is like limited dictionary in this class, so it can be make a bit busy. And many students like still confused for answer the questions that have relation with the paragraph. And solution for this problem about dictionary, the teacher make a group, and one a group have one dictionary, and the other student answer the questions, and arrange the word. This way is success for makes the student concentration, and

can build warm class. An also could increase the relation with student for student and teacher

The third step was finding meaning in *Bahasa Indonesia*. In order to get the messages and helps the student in a process of remembering, the teacher asked the student to find out the meaning of the word in *Bahasa Indonesia* that worried help the students to know the rules and the purpose of the story and easy it would make them to use these word for retelling in front of the class. And also those words were understandable by the other students.

The fourth step was refreshing. This activity was done after the process of learning finished. The teacher asked for the students to choose English game or sing an English song.

The Fifth activity was testing there were three types of test given to the students there were retelling, comprehension test, and quiz.

2.3.3.2.1 The first activity

The first activity was Retelling: why in this section the teacher choose retelling again. In this day the finish the material so the teacher wants to know how far the ability of the student and how much the vocabulary of the student have. In retelling also the teacher check the spelling of the student. The teacher choose this way because this ways is suitable on the student for learning this material and based on the meeting before, if the student like and more enthusiast for learning use this method. Use these methods for this material, the teacher think and have conclude from the score of the student, that use this method is enough success. Beside that result by use this method is the student more

confident for communications with other, or with teacher use English language, even like order, asking something. And the important think that they could feels that learning English is fun

2.3.3.2.2 The second activity

The second activity was comprehension test. The purposes of this test are to know how far capability vocabularies of the students and to know what the student had analyzed the paragraph or not. After that the activity of the student are answer ten questions, that questions have relations with that story and what have their learning. In the last meeting the results faced of the students have increased the vocabularies and could use understood, could make simple past tense and could mention many public places. So the conclusion is the ability of the students is increase.

2.3.3.2.3 Third activity

Third activity was quiz. Before 10 minutes class over the teacher distribute the questions sheet, which questions have purposes to know how far the student understood. And what the vocabulary of the student could increase and the student have more word, to arrange the sentences.

2.3.4 Outcomes.

Besides the procedures, the writer also add some outcomes by this repport writing. The out comes are in the term of cognitiv, affective and pscyomotor aspect.

2.3.4.1 The Increase of Students' Knowledge in Learning Vocabulary

(Cognitive Aspect)

The ability of the student in *SDN Grindang* was varied. There are twelve students who have different ability. Many students so easy for understand and the other difficult followed the teacher. But in this class the ability of the student so majorities in low conditions but their active for learning, and ending their can got good score and understand the learning. That condition shown by this table

Table 1 Table of pre test

NO	SCORE	RETELLING			COMPREHENSION TEST			QUIZ
		F. M1	F. M2	F. M3	F. M1	F. M2	F. M3	F. M2
1	10	-	-	6	-	-	2	-
2	9	-	-	4	-	-	4	-
3	8	-	2	2	-	2	3	3
4	7	-	3	-	2	5	2	4
5	6	5	3	-	5	5	1	3
6	5	6	4	-	5	-	-	1
5	4	2	-	-	-	-	-	1
Average		5,6	6,25	7,34	5,3	6,75	9,1	6,58

This table shows that the ability of the student is low, students get bad score in majority. Even in the last meeting the student had got good score, but many students stayed in their condition. For example in retelling test, all of the

student still got bad score. In comprehension test as well as quiz the students also got bad score.

Table 2 Table of post test of the students

NO	SCORE	RETELLING			COMPREHENSION TEST			QUIZ
		F. M1	F. M2	F. M3	F. M1	F. M2	F. M3	F. M3
1	10	-	-	-	-	2	5	6
2	9	-	1	8	-	4	3	3
3	8	-	4	2	4	2	3	2
4	7	6	5	1	3	2	1	-
5	6	5	-	-	4	2	-	1
6	5	2	2	1	1	-	-	-
5	4	1	-	-	-	-	-	-
Average		7,1	7,1	8,3	6,8	8,1	9	9

The ability of the students after using this method increase, they could get good score. The students were able to make sentence like greeting and ask for help and etc. The students also could get the message from the story. Many ways could be done to increase the ability of the student and their interest in learning English vocabulary. Those conditions were shown by the students was doing the process of learning in class. There is a student who was so lazy to follow the learning that he was difficult to understand, what had delivered by the teacher. This students usually disturbed the other students. He was also always guided by the teacher to do the task. And this student needed more special attention from the teacher.

This table shows that student could get good score after using story telling in three meetings. Therefore, it can be can concluded that the students had

increased their ability. The using method of story telling can help the student for increasing their vocabulary is true.

2.3.4.2 The Increase of Students' Attitudes in Learning Vocabulary

(Affective Aspect)

The first, the student more enjoy in learning English. They feel happy to receive. And they always were adding times in learning. Besides that, they always do exercises that given from the teacher. This really fact, that this condition so different with before get the story telling. Before they get it, they easy to feel bored and need more times to do exercise. In the paragraph section, they always get problem in the meaning and also didn't like to get new vocabulary.

The second, the students have more experience and their self to do the exercised. By this method the teacher always ask to the student to do the exercised like on their mind, or based on their self known. Here, the student also done the exercised like answer paragraph and retelling by their self. Beside they do self, the teacher also given exercised in order to the student do the exercised in group. In here the student show very warm with the other different with before get this method.

The third, by this meeting the writes also surprised with the fact. That by this method could help to increasing the concentration the student in learning, the student more focused in process learning. This condition faced by the student more silent and active in learning. When the student get difficulties in learning the student always ask to the teacher or ask the other student. And the student

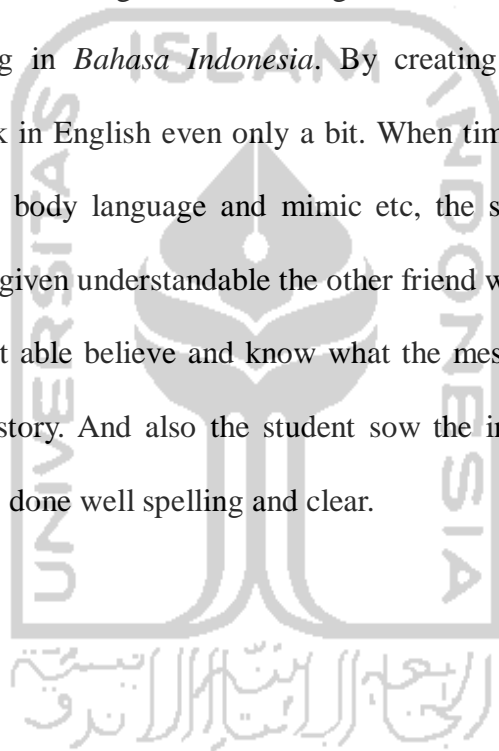
gets doing the task with excellence moreover in vocabularies section. By the read, retelling the story and looking for meaning in dictionary by their self it help the student to more memorize the meaning in *Bahasa Indonesia* or except, in English. Besides that, after the class end the teacher always make small exercise to help the student in memorizes the vocabularies, and the student always very enthusiastic to answer it.

The fourth, beside that fact the writer also feel that the student more confident learning to communicate with English language after use this method. Before use these methods the student only answers and asking what the teacher suggests to them. The main are the student only follow the teacher said, more than it the student keep silent. And also could build warm communications between the student and teacher. That happen by, the given story telling. In story telling the teacher asking the student for done the exercised with their self and also in group. Beside, when learning English the teacher asks to the student for used English language. Even use *Bahasa Indonesia* when their not know the meaning in English and also the teacher always warning to the student for bring the dictionary. By retelling the story more help the student to more confident to increase the vocabularies, because before performance the student must prepare the sentence, and how to pronounce well. By this condition the student can increasing their vocabularies and more confidence to performance in front of class. In here so face who the student could well learning and not. But all students have more spirit for learning

2.3.4.3 The Increase of Students' Creativity in Learning Vocabulary

(Psychomotor Aspect)

The student learning using story telling became more creative, because the teachers ask the student for find out the meaning in dictionary their self. Beside the student looking for the meaning the student also create story by their self for retelling in *Bahasa Indonesia*. By creating story the student more creative to speak in English even only a bit. When time retelling or reading the story with tone, body language and mimic etc, the student show their ability presentation for given understandable the other friend with their story, In order to the other student able believe and know what the messages from the story and the role of the story. And also the student sow the increasing in the spelling, many students is done well spelling and clear.



CHAPTER III

CONCLUSION AND SUGGESTION

3.1. Conclusion

The writer can conclude that learning by using story telling in SD N Grindang can help increase the students' in vocabulary. And the procedures in teaching vocabulary are divided in two activities. There are story and activities.

The story part means that the teacher chooses suitable story book for the students and the activity is divided into five steps. First activity is introduction which means the teacher make introduction about the learning. The Second activity is reading. Reading activity is when the students read the story. The third activity is finding out the meaning. The student finds out the meaning in dictionary. The fourth activity is retelling the story. And the fifth and the last activity is test. The test divided into three tests there are comprehension test, retelling and quiz.

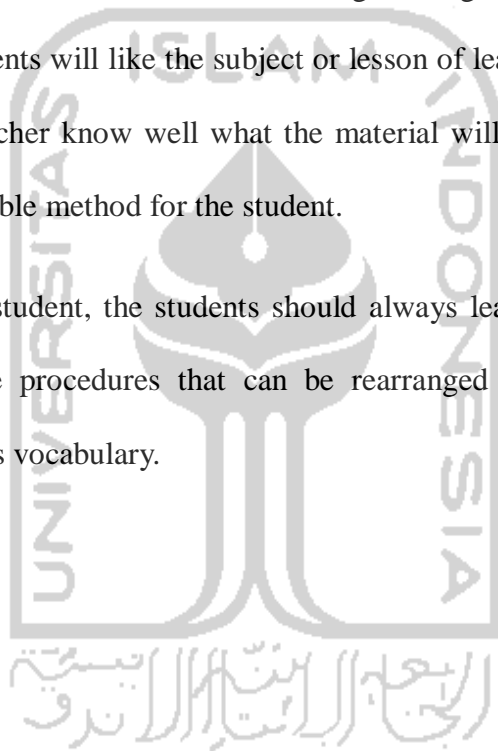
That procedure can help the student increase their vocabulary and as the result, the students get good score.

3.2. Suggestion

For the *SD Negeri Grindang Hargomulyo Kokap Kulonprogo* to use this method for teaching all subject of learning because this method can help the student with periodically memorize the material. And so to add the collection of the book in dictionary, because with the variation of book, it will help the student in process learning. Possibility to add anything could support the process learning the student, like picture, map, globe, realias, story book and etc.

For the teacher, the teacher did not persistent in taught lesson, like as only reading and writing only. We know the students have limited attention span. The teacher should be creative, in order to the student does not easy get bored. The teacher also give more motivation for the student, that reading is important, and also English language is important think beside mother language the student or *Bahasa Indonesia*. The teacher should get along with the student, because usually the students will like the subject or lesson of learning. Beside that before teaching the teacher know well what the material will delivered to the student, and choose suitable method for the student.

For the student, the students should always learn and keep good score. There are some procedures that can be rearranged by the other teacher to increase students vocabulary.



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Appendices

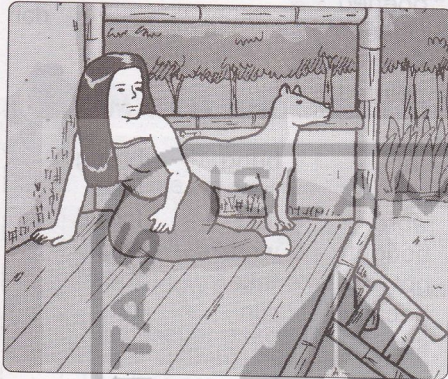
- **Material I**





READ THIS STORY

Tangkuban Perahu



Once upon a time, there was a woman called Dayang Sumbi who lost her thread. A dog found it and gave it back to her. According to her promise, the dog became her husband.



The dog was really a man. One day, Dayang Sumbi had a child. His name was Sangkuriang.



Dayang Sumbi wanted to eat the heart of a deer. So Sangkuriang and the dog looked for a deer in the forest. Because it was difficult, Sangkuriang killed his dog and took the heart to his mother.



He told his mother that he had killed the dog. Dayang Sumbi hit him and his head was injured. Sangkuriang ran away and lived as a monk.



When he was a man, Sangkuriang met a beautiful woman. He didn't know that she was his mother but the woman knew he was her son. Sangkuriang wanted to marry her. As a condition, his mother asked him to make a lake and a boat in a day.

Sangkuriang tried to make a lake and boat. But he could not finish it in a day. He was angry so he kicked the boat and the boat turned upside down. It became the mountain of Tangkuban Perahu.



COMPLETE THE PARAGRAPH USING WORDS IN THE BOX

Sangkuriang	once upon a time	husband
Dayang Sumbi	man	a child

_____ there was a woman. Her name was _____. She lost her thread. A dog found it and gave it back to Dayang Sumbi. Then, the dog became her _____.

The dog was really a _____. One day, Dayang Sumbi had _____. His name was _____.



COMPLETE THESE SENTENCES USING WORDS IN THE BOX

heart	injured	a lake	finish
marry	kicked	the mountain	a boat

- Sangkuriang killed the dog and took the _____ to his mother.
- Dayang Sumbi hit Sangkuriang and his head was _____.
- Sangkuriang wanted to _____ his mother.

• **Exercises 1**

50 Start with English SD Kelas 6

4. Dayang Sumbi asked him to make _____ and _____.
5. Sangkuriang could not _____ the lake and the boat.
6. He _____ the boat and it turned upside down.
7. The boat became _____ Tangkuban Perahu.



WRITE THE VERBS IN THE STORY OF TANGKUBAN PERAHU

Your Teacher will help you.

Present	Past
lose	lost
find	found



CHANGE THE VERBS INTO PAST TENSE

Example :

- A dog **finds** it **now**. (sekarang)
 A dog **found** it **long ago**. (dahulu kala)

1. A dog gives it now.

2. The dog becomes her husband now.

3. Dayang Sumbi has a child now.

4. Dayang Sumbi wants to eat now.

5. Sangkuriang looks for a deer now.

• Material 2

lesson 6

MYTHS AND LEGENDS



READ THIS STORY

The Myth of Situ Bagendit



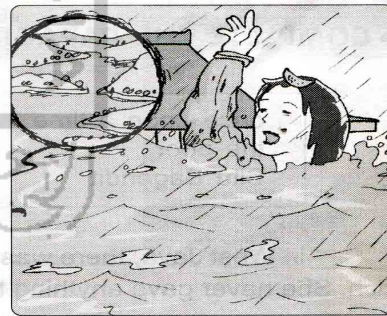
Once upon a time, in West Java there was a widow. Her name was Nyi Mas Inten. She was very rich.



She never gave anything to the poor, so all of her neighbours hated her.



One day there was a beggar. The beggar asked for meal, but Nyi Mas Inten got angry and did not give anything. The beggar prayed to God. She wanted God to punish her.



Finally, Nyi Mas Inten with all her properties downed in a lake. The lake was called "Situ Bagendit". People believe Nyi Mas Inten is still alive as a leech.

• **Exercise 2**



COMPLETE THE PARAGRAPH USING WORDS IN THE BOX

once upon a time	beggar	leech
the poor	widow	Nyi Mas Inten
Situ Bagendit	God	

_____ in West Java, there was a _____. Her name was _____. She was very rich. She never gave anything to _____, so all of her neighbour hated her.

One day there was a _____. The beggar asked for a meal, but Nyi Mas Inten was angry and did not give her anything. The beggar prayed to _____. She wanted God to punish her.

Nyi Mas Inten with all of her wealth drowned in a lake. The lake was called _____. People believe Nyi Mas Inten is still alive as a _____.

Match and draw lines

1. ... the lake was called " situ bagendit "
2. ... she never gave anything to the poor
3. ... the widow's name was Nyi Mas Inten
4. ... the beggar asked for meal
5. ... the beggar wanted God to punish her.

- a). what was the widow's name?
- b). did she ever give something to the poor?
- c). what did the beggar asked for?
- d). what did the beggar wanted to God?
- e). what was the lake called?

Complete these sentences using word in the box.

Went	Go	Bought	Buy	Ate
Came	come	Studied	Study	Eat

6. We ... to the supermarket yesterday
7. Father ... home an hour ago
8. My uncle... a new car last week
9. Oscar...mathematics last night.

10. She ... Gado Gado yesterday

Exercise 3

↳ BERBICARA

I. Learn and Practice the dialogue!

- Alvin : Where can I go to save money?
Beni : How about saving in a bank?
Alvin : Good idea. Thanks for your advice.
Beni : No problem

II. Answer the questions!

1. What does Alvin have?
2. Does he want to save it?
3. Where can he go to save money?
4. Who gives an idea?
5. Does Alvin agree with the idea?

↳ MEMBACA, MENULIS

Write 5 sentences about what your friends doing in class, Then read the sentences (Tulislah 5 kalimat tentang apa yang sedang dikerjakan oleh temanmu di dalam kelas, kemudian bacalah kalimat-kalimat itu)

Evaluasi 3

- I. Choose the correct answers by crossing the word a, b, c, or d (Pilihlah jawaban yang benar dengan memberi tanda silang (x) pada huruf a, b, c, atau d)

Kulon Progo

I live in Kulon Progo. It is one of regent in Yogyakarta province. Kulon Progo is in west of Yogyakarta. The capital of this regent is Wates.

There are some public places. The public places are schools, hospital, post office, bus station, mosque, church and the others.

I love Kulon Progo very much because it is my place of birth. It is not too crowded.

Number 1 – 3 based to the text

1. What is Kulon Progo?
It is a name of
a. country c. village
b. regent d. metropolitan
2. A : Are there public places in Kulon Progo?
B :
a. Yes, There is
b. No, There is not
c. Yes, There are
d. No, There are not
3. These public places are in Kulon Progo, **except**
a. hospital c. bus station
b. mosque d. Airport
4. Awan : Where is the post office?
Linda : It is ... (di sebelah) the bank.
a. behind c. on
b. in d. next to
5. Mrs Laura : Excuse me. I want to go to Jakarta by bus. How can I get the bus?
Mirna : Oh, You can get a bus in a ... It is over there.
a. airport
b. bus station
c. post office
d. hospital

6. There ... schools in my town.

- a. is
- b. am
- c. are
- d. do

7. Anisa : Mom , What is a place that I can post a letter?

Mother: It is a

- a. hospital
- b. church
- c. market
- d. post office

8. super market bank market

Rudi : Where is the bank?


Iwan : It is ... the supermarket and the market.

- a. on
- b. in
- c. beside
- d. between

9. A : Is your house near the school?

B : Yes, It is. It is ... the school.

- a. near
- b. on
- c. beside
- d. behind

10.  Hamka : Is it a hotel?

Bank Indonesia

- a. bank
- b. hotel

Rida : No, It is not.

It is not a
It is a bank.

- c. post office
- d. cinema

11. Dewi : Hi! How are you, Ani?

Ani : Hi, Dewi. Fine, thanks. And How are you?

Dewi : I am not fine.
I have the influenza.

Ani : I am sorry to hear that.

You should go to

- a. market
- b. doctor
- c. bank
- d. office

12. My father is a policeman. He ... in the police station now.

- a. is working
- b. are working
- c. is swimming
- d. are swimming

13. Arrange he words into the right sentence!

going - Beni's - to - is - brother - airport - the

- a. Beni' s is going to the airport brother
- b. Beni' s brother to the airport is going
- c. Beni' s brother is going to the airport
- d. Beni' s the airport is going to brother

14. Dodi : ... is your mother working?
Anang : She is working in her office.

- a. What
- b. Where
- c. Who
- d. How

15. Anwar : Dad, I like to go to the supermarket but I do not have a bicycle. The super market is far from here.

Father : Don ' t worry. How about riding a motorcycle with me?

Anwar : Really? ... , dad. Let' s go now.

- a. Thank you
- b. sorry
- c. Right
- d. I am fine

16. That is a building. It is big. It has a yard in front of the building and a garden behind it. They are many students and some teachers in it. The students are studying and the teachers are teaching. What is the name of the building?

- a. hospital
- b. school
- c. harbour
- d. post office

17. Arrange the sentences into a good paragraph!

- 1. He works in a hospital
- 2. He is examining the patients now.
- 3. Mr Budiman is my father
- 4. He is a doctor
- 5. His work is examining the patients

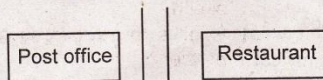
- a. 1; 2; 3; 4; 5
- b. 3; 4; 1; 5; 2
- c. 4; 1; 2; 5; 3
- d. 5; 4; 3; 2; 1

18. What is the meaning of "She is going to the mosque"?

It is

- a. Saya akan pergi ke masjid
- b. Mereka akan pergi ke masjid
- c. Dia akan pergi ke masjid
- d. Dia sedang pergi ke masjid

19.



A : Where is the post office?

B : It is ... to the restaurant.

- a. opposite
- b. in
- c. on
- d. near

II. Fill in the blanks with the right answers (Isilah titik-titik berikut dengan jawaban yang benar)

- 1. Mrs Arifah is selling fruits in the *pasar* (pasar).
- 2. Prambanan, Borobudur are
- 3. Mr Amir works in a post office. His job is delivering letters. He is in his office now. He is a
- 4. I want to go Sulawesi by ship. I must go to the ... to get the ship.
- 5. That plane takes off at the



Gereja

6. Mrs Dewi prays in the



Hotel



Bus

The hotel is ... to the bus station.

- 8. Mr Anton is a teacher. He ... (sedang mengajar) in class now.
- 9. The little baby is sleeping in the *bed* (kamar tidur).
- 10. My sister is not reading a comic. She is ... a novel.