CHAPTER III

DISCUSSION

A. Description of SD N 1 Bowan

SD N 1 Bowan was built in 1951. It is one of elementary schools in Klaten regency. SD N 1 Bowan is located in Kepoh Rt 01 Rw 07, Bowan, Delanggu-Klaten. The headmaster of this school is Mrs. Hastuti, Spd. SD N 1 Bowan consists of headmaster’s and teacher’s office, six classrooms, and the other facilities, such as a library, a canteen, one toilet for man, one toilet for woman, and parking area.

SD N 1 Bowan has a vision and mission. They are:

1. **Vision**
   Creating outstanding students.

2. **Mission**
   Managing the teaching learning process effectively and cultivating an excellent spirit of all school members.

B. **Job Training Activity**

The writer started the job training from February, 3rd 2015 to April, 23rd 2015. On the first day of job training the writer observed the class and the student’s condition. Below is the description of the observation’s result.
SD N 1 Bowan has six classes, they are: first grade class consists of fourteen students, second grade class consists of fifteen students, third grade class consists of thirteen students, fourth grade class consists of fifteen students, fifth grade class consists of fourteen students, and the sixth grade class consists of nineteen students. The total students of SD N 1 Bowan are ninety students.

SD N 1 Bowan uses KTSP curriculum in teaching learning process, so that English is one of subjects that students need to learn. English subject is taught for some classes. They are fourth grade, fifth grade, and sixth grade class. The school allowed the writer to teach fourth grade to be reported in the final project report. The fourth grade consists of fifteen students with eight female students and seven male students. The writer conducted the activities of job training every Tuesday, Thursday, and Friday. The activities of teaching were done by the writer on Tuesday and Friday then the lesson plan made on Thursday.

C. Teaching Vocabulary Process

C.1 Lesson Plan

The teacher needs to prepare lesson plan before the teaching process. The lesson plan becomes the teacher’s guide to manage or control the class. The teacher should consider the students, the activity, and the teaching aids in preparing the lesson plan. In the teaching vocabulary process the writer made lesson plan before she taught the students. The lesson plan which made by the writer is:
Lesson Plan

Class

Grade : 4th grade Elementary School
Semester : II
Students : 15
Teaching Aids : Whiteboard, worksheet, book, laptop, speaker
Lesson : Time
Language skill : Reading, writing, listening, speaking
Skill Focus : Vocabulary
Material : Video, picture and text

Objective

By the end of the lesson, student should be able to:

- Know and understand about time in English.
- Practice it in daily activity.
**Warming up**

Making questions and answers, for example:

- Do you know what time is it?
- Do you know what time is it in English?

**Presentation**

- Teacher introduces the material to the students.
- Teacher explains the materials to the students.

**Assessment**

- Teacher gives exercise to the students.
- Teacher gives individual exercise.

**Summing up**

The teacher will sum up the lesson, for example:

- What did you learn today?

**Closing**

After the teacher teach the students, it will be better if the teacher close the lesson by giving the advice and suggestion to finish the lesson. It makes the students understand more about the material by practicing the material at home.

For example:

- Try to practice it at home, it will help you to understand about time!
- See you!
C.2 Discussion

C.2.1 The process of teaching English vocabulary to fourth grade students of SD N 1 Bowan using video

This part discusses about the English class activities of the 4th grade students in SD N 1 Bowan Delanggu. The class activities can be described as follows:

1. Material

The material of teaching English vocabulary is taken from “Kreatif Berbahasa Inggris an English Book For Elementary Schools” written by Dra. Ryryn Purwanti HR., M.B.A., Dra. Indriasrini L., Drs. Muchson Roji, Drs. Siswanto, and Drs. Sugeng Wahyudi. This book was published in Klaten by Saudara Offset. One of the materials from Kreatif Berbahasa Inggris in the second semester is about “telling time”. The writer uses the material to be an example of the teaching process in the final project.

The writer explained “telling time” material using video from YouTube. The writer found the appropriate video about “telling time” then the video was used to help the writer to teach the students.

2. Warming up

The writer greeted the students and gave simple background about the material as warming up activities in order to build the student’s interest. The
The writer started the teaching vocabulary activity by asking some questions related to the material. The questions are:

- Good morning! How are you today? (greeting)
- Do you know about the time?
- What time is it?
- Do you know how to tell time in English?

3. Presentation

In this stage, the writer introduced and explained the material to the students. For example, in introducing the material, the writer said “today, we will learn about telling time!” In vocabulary activity, the writer guided the students to recognize and memorize vocabulary by writing the words on the whiteboard and read it loudly then followed by the students. The writer sometimes repeated certain words twice or more in order to correct the students.

After reading aloud, the writer asked the students to make a note of the vocabulary related to the material and the meaning. The vocabulary based on the book and the writer also elaborated more vocabulary from the students who know about the vocabulary that related with the material.

The vocabulary that the writer wrote are:

- Clock (/klɒk/) = jam dinding
- Hour (/aʊər/) = satu jam
- Time (/taɪm/) = waktu
- Minute (/mɪn.ɪt/) = menit
After the students made a note, the writer continued to explain the material by using video. The video is about “telling time” that contains the explanation of introducing vocabulary and the way to telling time. The duration of video is 7 minutes 53 seconds. It is divided into two parts, the first part is 2 minutes 35 seconds of explanation about the material and the other part is 5 minutes 18 seconds of exercise. The writer paused the video at the 53rd seconds. The writer tried to explain what the video showed once more to make sure that the students understood. After the writer explained orally, the writer continued to play the video which contains the exercise for the students. Then, the students tried to answer the question from video.

The problem here is the teaching aids. The school does not have any LCD. Therefore, the writer asked the students to sit on the floor with semi circle position and put the laptop on the chair to make the students able to see the video. The writer also used the speaker so that all students could listen the audio of video.
4. Assessment

In assessment, the writer gave the students individually exercise. The exercise was taken from *Kreatif Berbahasa Inggris*, an English Book For Elementary Schools. The exercise made the students know and understand about the time further. The writer would also know how far the students understand and master the vocabulary. This is an example of the exercise that the writer gave to the students:
After the students finished the exercise, the writer asked students to change their task to their friends then the writer discussed it together. By discussing the exercise together, it was hoped that the students would know their mistake and the result of their work. Therefore, it will support the students to learn better and the writer know how far the students understand about the vocabulary and the material.

5. Summing up

In the summing up activity, the writer reminded the students about the material by repeating some materials and vocabularies that they learned. It would help the students remember the materials more easily. Besides, the writer will know the students’s ability in understanding the materials.

The example of summing up that the writer gave to the students:

- Writer : “students, what did we learn today?”
  Students : “about telling time!”
- Writer : “when the time shows past or to fifteen minutes. What should we say to tell fifteen minutes?”
  Students :”a quarter!”
- Writer :”very good! What time is it ( the writer draws a clock on the whiteboard that showed 7:15)”
  Students :” it is a quarter past seven.”
D. Advantages and Disadvantages of Teaching Vocabulary Using Video

Teaching vocabulary using video has advantages and disadvantages, especially teaching in school which is located in village. Using video is something new to students, because they do not have experience to learn using it. That is the reason for the writer using video as the way to teach them. After the writer practiced it, then the writer found the advantages and disadvantages of teaching vocabulary using video.

D.1 The Advantages of teaching vocabulary using video

1. Helping the students to understand the vocabulary easily

   The students, especially young learners will understand easily by what they see. Seeing the picture from the video make students understand more about the meaning of the vocabulary. For example in the video about “telling time” there is the word “o’clock” then the clock picture shows the long clockwise pointed to number twelve. It makes the students understand that “when the long clockwise is in the number twelve, it means the time shows o’clock or in Bahasa pas”.

2. Helping the students to remember the vocabulary easily

   The students remember easily by what they listen and see. Teaching using video is very helpful to memorize the vocabulary especially for students who have good visual learners. They can store the information and catch the vocabulary easily. Based on the writer’s experience,
when the writer taught the students in the next class, most of the students still remembered the word by imitating the native speaker from the video (following the accent). Besides, the writer also found that some students made a note by drawing the picture based on the video they saw.

3. Enrich the student’s vocabulary

Some videos show other word or synonym of word that students learn and some videos give a new word which is not found in the book. It may improve the students vocabulary.

4. Adding the students’ knowledge

Teaching using video can also improve student’s knowledge. Some videos are made by native speakers especially from England. Therefore, it shows British habit or culture. That video will make students know about their culture and their mother tongue.

5. Helping students to pronounce the vocabulary

The videos which are made by native speaker will help students to pronounce the vocabulary correctly. Sometimes the writer may pronounce correctly but it is not perfect because the mother tongue of the writer is Bahasa as the source language. By using video, the students can directly know how to pronounce the vocabulary from native speaker who has the mother tongue from the target language.
6. More interesting

The students will be interested in learning vocabulary using video and they will focus on learning vocabulary. The young learners will feel bored easily with the materials that are learned because every lesson is learned from book by reading, and sometimes from pictures. Different from teaching using video, they are more relax, enthusiastic, and happy because the video is entertaining the students. It was proven when the writer only using pictures in the next class to explain the material and some students asked the writer to watch the video again. It means that students are interested in learning using video.

D.2 The Disadvantages of teaching vocabulary using video

1. It is difficult to find the appropriate video

The writer used the videos that were found in YouTube. It is difficult to find the videos which are appropriate to the student’s interest and materials. The students, especially young learners are more interested in the videos using animation then pictures of real persons or objects. However all videos do not always use animation, some of them use real pictures. The videos sometimes do not appropriate with the materials, because some videos only explain some part of materials. Besides, some materials cannot be found in YouTube. The writer solves this problem by using pictures to deliver the
material as complement when the video did not explain the material completely.

2. It is difficult to manage the time

The writer got difficulty to manage the time, because the duration of videos is different. The video has long duration if the material contains a lot of vocabularies. It made the writer found difficulty to manage the time when delivering the material because the material could not be finished in one meeting, then the writer must continue it in the next meeting. Because of the time problem, the writer could anticipate the problem by preparing the teaching aids earlier. Therefore, the writer could optimaze the lesson time.

3. It is difficult to catch pronunciation

The students may be confused with the pronunciation from the native speaker. The accent of native speaker of every video is different, although they have same mother tongue. It made the students difficult to catch the vocabulary from the video when the video did not show the vocabularies which were shown in the video. For example, the native speaker said “ball” with American accent. The students were confused with the vocabulary from the native speaker because they usually learn from British. Because of it, the writer wrote what speaker said
in the videos on the whiteboard when the vocabularies were not shown in the videos.