

**THE TEACHING LEARNING PROCESS OF VOCABULARY AT
ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA: A MICRO ETHNOGRAPHY**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
for Getting in the Bachelor Degree of Education
in English Department**

by:

PUJI HASTUTI

A320 080 355

SCHOOL OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2012

APPROVAL

**THE TEACHING LEARNING PROCESS OF VOCABULARY AT
ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA: A MICRO ETHNOGRAPHY**

by

PUJI HASTUTI

A320 080 355

Approved to be Examined by Consultant

Consultant II

Consultant I

Aryati Prasetyarini, M.Pd.

NIK:725

Prof. Dr. Endang Fauziati, M.Hum.

NIK:274

TESTIMONY

Herewith, I state that there is no plagiarism of the previous literary studies which have been conducted to obtain bachelor degree of neither university nor ideas or opinions which have been published by others except those in which the writings are referred in literature review and bibliography. Hence, if it is proven that there are mistakes in this testimony, I will be fully responsible.

Surakarta, 30 January 2012

Puji Hastuti

MOTTO

Experience can find your personality and self-identity

Easy going for everything but serious in doing it

DEDICATION

This research paper is dedicated to:

1. My beloved father is Mr. Sidodadi,
2. My beloved mother is Miss. Sri Ngatmi,
3. My beloved brothers are Wiwid and Kholi, and
4. My beloved sisters are Tami and Dian.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum Warahmatulalhi Wabarokatuh

Alhamdulillah rabbil'alam, first and foremost, my gratitude goes to Allah SWT for the blessing and inspiration leading the research paper entitled **“THE TEACHING LEARNING PROCESS OF VOCABULARY AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A MICRO ETHNOGRAPHY”**. However, a lot of help gratefully is received from particular individual.

On this good opportunity, the writer wishes to reveal her special gratitude to:

1. Drs. H. Sofyan Anif, M.Si., Dean of School of Teacher Training and Education Faculty,
2. Titis Setyabudi, S.S., M.M., Head of English Department, for approving this research,
3. Prof. Dr. Endang Fauziati, M.Hum., Head of Language Centre and the consultant who gives guidance, advices, suggestions, information and correction, from the beginning of preparation of writing thesis up to completion of it,
4. Aryati Prasetyarini, M.Pd., the consultant who gives her guidance, advice, suggestion, and careful correction to improve the research paper,
5. Titis Setyabudi, S.S., M.M., as the academic advisor,

6. Drs. Sriyanto and Siti Fatimah, S.Pd.,M.Hum. the lecturers of vocabulary class who allow and welcome her to conduct a research in her class. Thank you very much,
7. All lecturers of English Department of Muhammadiyah University of Surakarta who have taught her many things,
8. Her beloved family: my father Sidodadi, my mother Sringatmi, and my sweet brothers and sisters; Wiwid Eko Wahyanto, Wahyu Budhi Utami, Kholi Ahdi, and Dian Fatimah. Thank you very much for the motivation, support and prays for the writer throughout her entire study,
9. Dwi Nugroho who supports her to keep positive thinking in everything for this last years,
10. Her friends in English department 2008 thank you very much for the amazing time, and
11. Her special friends Dwi and Handayani, thank you very much for the friendship for this last three years.

The last, thank you very much for the readers who are willing to read the research paper. The writer realizes that the research paper is still far from being perfect. Therefore supportive criticism and suggestion are really hoped and badly needed to make this research paper better.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Surakarta, 30 January 2012

Puji Hastuti

SUMMARY

Puji Hastuti A320080355. **THE TEACHING LEARNING PROCESS OF VOCABULARY AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A MICRO ETHNOGRAPHY** Research Paper. Muhammadiyah University of Surakarta. 2012.

This study is carried out to describe the teaching-learning process of vocabulary at English Department of Muhammadiyah University of Surakarta. The study is also intended to give some contribution for the betterment of teaching vocabulary. The data of this research are in the form of excerpts transcribed from the lecturer's attitude and interview in vocabulary class. The writer takes two vocabulary lecturers who teach the first semester students at English Department in 2011/2012 academic year of UMS as the subject of the research. The writer uses descriptive qualitative especially the ethnography research in analyzing the data. In conducting this study there are at least nine major stages that have been done: the learning objective, the materials, the syllabus, the methods which include procedures and techniques, the classroom activities, teacher roles, student roles, the evaluation system and the weaknesses and strengthens on teaching on teaching vocabulary. The result of the study shows that the application on the learning objective, the materials, the syllabus, and the methods followed the direction of Sabroni's book on teaching vocabulary and in addition the lecturers improve them in the class. In general, they run smoothly but there are limited variations in the method. The lecturers must give the innovation and be creative in teaching learning process on vocabulary class.

Consultant II

Aryati Prasetyarini, M.Pd.
NIK:725

Consultant I

Prof. Dr. Endang Fauziati, M.Hum.
NIK:274

Dean,

Drs. H. Sofyan Anif, M.Si
NIK:547

TABLE OF CONTENT

	Page
TITLE.....	i
APPROVAL.....	ii
TESTIMONY.....	iii
MOTTO.....	iv
DEDICATION.....	v
ACKNOWLEDGMENT.....	vi
SUMMARY.....	viii
TABLEOFCONTENT.....	ix
CHAPTER I: INTRODUCTION.....	1
A. Background of the Study	1
B. Problem of the Study.....	5
C. Objective of the Study.....	6
D. Limitation of the Study.....	7
E. Benefit of the Study.....	7
F. Research Paper Organization.....	8
CHAPTER II: REVIEW OF RELATED LITERATURE.....	10
A. Previous Study.....	10
B. Theoretical Review.....	13
1. General Concept of Vocabulary.....	13
2. Teaching Vocabulary.....	15
3. The Rationale of the Lesson.....	24

a.	Choice of Material.....	24
b.	Noticing Collocation and Dealing with Meaning.....	25
c.	Group Work.....	26
d.	Choice of Task.....	26
e.	Language Learning Strategy to Teach Vocabulary.....	27
4.	Classroom Activities in Teaching Vocabulary.....	28
a.	Semantic Network.....	29
b.	Memorization.....	29
c.	Guessing Meaning from Context.....	29
d.	The Word Wall Approach.....	29
e.	Collocation.....	30
5.	The Test for Core Vocabulary.....	30
a.	Syntactic Substitution.....	31
b.	Antonymy	31
c.	Collocability	31
d.	Extension.....	32
e.	Superordinates.....	32
f.	Culture-free.....	33
g.	Summary.....	33
h.	Associationism.....	34
i.	Neutral Field of Discourse.....	34
j.	Neutral Tenor of Discourse.....	34

6. The Relationship in Word and Other Word in Vocabulary Items.....	35
a. Synonymy.....	35
b. Antonymy.....	36
1). Complimentarity.....	36
2). Converseness.....	36
3). Incompatibility.....	36
4). Antonymy.....	36
c. Hyponymy.....	36
7. The Syllabus in Language Teaching.....	37
8. Teacher Roles in Teaching Vocabulary.....	38
9. Student Roles in Teaching Vocabulary.....	38
 CHAPTER III: RESEARCH METHOD	40
A. Type of the Research	40
B. Subject of the Study	41
C. Object of the Study	41
D. Data and Data Source	41
E. Method of Collecting Data	42
F. Technique for Analyzing Data	44
 CHAPTER IV: RESEARCH FINDING AND DISCUSSION	45
A. Research Finding	45
1. Learning Objectives.....	46
2. The Syllabus Model	47
3. The Materials.....	49

4. The Methods.....	53
5. The Classroom Activities.....	55
a. Mr. Sri Janto's Class.....	55
1) A Semantic Network.....	55
2) Memorization.....	56
3) Noticing Collocation and Dealing with Meaning..	56
4) The Word Wall Approach.....	57
b. Mr. Fatimah's class.....	57
1) A Semantic Network.....	57
2) Memorization.....	58
3) Collocation.....	58
6. Teacher's Roles.....	59
a. Teacher as a Manager.....	59
b. Teacher as a Facilitator.....	59
c. Teacher as an Instructor.....	60
d. Teacher as an Evaluator.....	60
7. Student Roles	60
a. Student as the Subject	61
b. Student as the Negotiator	61
8. The Evaluation System.....	61
9. Strengthens and Weaknesses	62
B. Discussion of the Research Findings.....	65

CHAPTER V: CONCLUSION AND SUGESSTION	81
A. Conclusion	80
B. Suggestion.....	83
BIBLIOGRAPHY	
APPENDICES	