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

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Submitted as a Partial Fulfillment of the Requirements
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by:

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SCHOOL OF TEACHER TRAINING AND EDUCATION
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APPROVAL

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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

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Wassalamu’alaikum Warahmatullahi Wabarakatuh

Surakarta, 30 January 2012

Puji Hastuti
SUMMARY


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.

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# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
</tr>
<tr>
<td>APPROVAL</td>
</tr>
<tr>
<td>TESTIMONY</td>
</tr>
<tr>
<td>MOTTO</td>
</tr>
<tr>
<td>DEDICATION</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
</tr>
<tr>
<td>SUMMARY</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

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

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). Converseteness.................................................................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 SUGGESTION ........................................81

A. Conclusion .....................................................................................80

B. Suggestion ....................................................................................83

BIBLIOGRAPHY

APPENDICES