

**A DESCRIPTIVE STUDY ON TEACHING VOCABULARY TO THE
FIFTH YEAR STUDENTS OF SD N 2 NGRENDENG NGAWI
IN 2011 / 2012 ACADEMIC YEAR**



PUBLICATION ARTICLES

**Submitted as a Partial Fulfillment of the Requirements
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by

ETTYK DESIANA

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
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ACCEPTANCE

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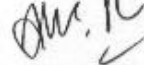

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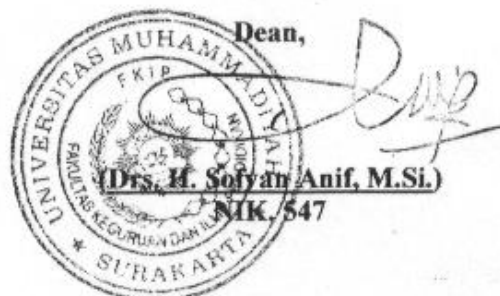
ETTYK DESIANA

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Accepted and Approved by Board of Examiner School of Teacher Training
and Education Muhammadiyah University of Surakarta

Team of Examiner:

1. Aryati Prasetyarini, M.Pd ()
(Advisor I)
2. Dra. Dwi Haryanti, M.Hum. ()
(Advisor II)



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*Ettyk Desiana
Aryati Prasetyarini
Dwi Haryanti*

English Department, FKIP-UMS
Jl. A. Yani Pabelan Kartasura Tromol Pos 1 Surakarta 57102
Telp. (0271) 717417 Fax. (0271) 715448

ABSTRACT

This research aims at describing the techniques of teaching vocabulary to the fifth year students of SD N 2 Ngrendeng Ngawi. The objectives of this research paper are to describe: (1) the techniques of teaching vocabulary in SD N 2 Ngrendeng Ngawi, (2) the problems faced by the teacher and the students in teaching learning English vocabulary, (3) the strategies used by teacher to solve the students' difficulties

This research is descriptive qualitative. The subject of the research is English teachers and the fifth year students in SD N 2 Ngrendeng Ngawi. While the object of this research is teaching vocabulary to the fifth year students of SD N 2 Ngrendeng, Ngawi in 2011 / 2012 academic year. The Writer uses descriptive method as the method of collecting data in this study by employing observation, interview, and document.

Based on the result of the analysis, the writer finds that the teaching techniques implemented by the teacher to the fifth year students in SD N 2 Ngrendeng Ngawi, are translation, picture and draw the sketch, example-illustration clues, quiz, and memorize vocabulary. Besides, the problems faced by the teacher in teaching learning vocabulary to the fifth year student of SD N 2 Ngrendeng, Ngawi are time management, limited vocabulary and pronunciation. The students got difficulties to respond the material and have less motivation, while the problems faced by the fifth year students are the students have limited vocabulary and pronunciation, understand to accept material. The teacher implemented two strategies to solve students' difficulties such as the teacher giving motivation and giving reward

Keyword: teaching vocabulary, techniques

1. Introduction

English is one of the compulsory subjects that are taught at all education levels, from elementary school, junior, and senior high school, and in all departments of university. Students of elementary school have problems in

mastering the English because they should know the structure sentences, vocabulary, spelling, and pronunciation but one of the vital components to English learning process is vocabulary. Vocabulary items are essential to improve the four language skills (*Listening Speaking, Reading, and Writing*) to the students, in teaching vocabulary the teacher must have interesting preparation to teach vocabulary, teacher should not give the students many new words in a lesson, it is better to give them about seven or eight new words in one time because few words would help them memorizing the words quickly and to internalize them in order to help language learners to develop their language ability. Based on the phenomena the writer is interested in doing a research in SD N 2 Ngrendeng, Ngawi, because there are many students who have problem in learning English, especially vocabulary. The writer wants to know deeply about the teaching material, and the techniques that used the teacher in SD N 2 Ngrendeng, Ngawi.

The writer formulates Problem Statement as the follows “What are the techniques of teaching vocabulary in SD N 2 Ngrendeng Ngawi”, “What are the problems faced by the teacher and the students in teaching learning English vocabulary in SD N 2 Ngrendeng Ngawi”, “What are the strategies used by teacher to solve the students’ difficulties”.

The writer has the following objective of the study: to describe the techniques of teaching vocabulary in SD N 2 Ngrendeng Ngawi, to describe the problems faced by the teacher and the students in teaching learning English vocabulary in SD N 2 Ngrendeng Ngawi, and also to describe the strategies used by teacher to solve the students’ difficulties in SD N 2 Ngrendeng Ngawi.

To prove the originally of study, the writer discusses previous studies that deal with teaching vocabulary in literary work done by students of University in Surakarta. The first previous study was conducted by Kartikawati graduated from Muhammadiyah University in Surakarta (2011) conducted the research entitled *Teaching Learning Process of Vocabulary at English Department of Muhammadiyah University of Surakarta*. She described the method used by the teacher is eclectic method. Those methods are Grammar Translation Method

(GTM) and Cognitive Code Learning (CCL). The strengths are the students get a lot of new vocabulary, the students are motivated to be active in the class, and the students are ready to know about the material that will be taught by the teacher. The weaknesses are the students often chat with their friends in the class, and the teacher does not use the other media of teaching-learning process. The other previous study was conducted by Pamungkasari graduated from Muhammadiyah University in Surakarta (2007) conducted the research entitled *A Descriptive Study on Teaching Vocabulary to The Fourth Year Students of MI Al Falah Baki Sukoharjo In 2006/2007 Academic Year*. Her study shows that 1) the teacher uses some technique in teaching vocabulary. They are lecturing, translating, drawing, and using pictures. 2) There are difficulties faced by the learners when they learn vocabulary. They are the pronunciation difficulties and the spelling difficulties. 3) The teacher uses strategies to solve the student's difficulties in learning vocabulary.

In this study, the writer intends to describe study of teaching vocabulary to the fifth year students in SD N 2 Ngrendeng, Ngawi. The writer has similarities with the researches of two previous researchers, on the subject that are describe study of teaching learning process to teaching vocabulary. The different with the research of two previous researchers are the object and the location, the writer tries to focus describing the study of teaching vocabulary to the fifth year students In SD N 2 Ngrendeng, Ngawi by gives descriptive qualitative study which analyze the teaching learning process to teaching vocabulary.

2. Research Method

This research uses a descriptive qualitative research. According Suryabrata (1994:19) descriptive research purposes to make a description in systematic, factual, and accurate about facts and characteristic of population or certain area. While Herdiansyah (2010:9) said that Qualitative research is a scientific research with aim to comprehend a phenomenon in social context naturally by placing forward interaction process of circumstantial communications between researchers with phenomenon that is researched. In this research, the writer uses

descriptive qualitative because she intends to describe the techniques of teaching vocabulary, the problems faced by the teacher and the students in teaching learning English vocabulary, the strategies used by teacher to solve students' difficulties in *SD N 2 Ngrendeng Ngawi*.

The subject of this study is English teachers and the fifth year students in SDN 2 Ngrendeng Ngawi. While the object of this study is teaching vocabulary to the fifth year students of SD N 2 Ngrendeng, Ngawi in 2011 / 2012 academic year. The data in this study is information of teaching vocabulary to fifth year students in SD N 2 Ngrendeng Ngawi , while the data source is teaching learning process in teaching vocabulary to fifth year students in SD N 2 Ngrendeng Ngawi, English teacher and fifth year students in SD N 2 Ngrendeng Ngawi.

Writer uses descriptive method as the method of collecting data in this study with fourth steps namely: First step is observation, the writer is doing school observation at SD N 2 Ngrendeng, Ngawi about teaching learning process in the classroom, especially for the implementation of teaching vocabulary. Second step is interview, according Moleong (2007:186) "Interview is conversation with certain purpose. That are conversation is doing by two people, there are interviewer who is made question and interviewee who is giving answer to that question". In this section the writer tries to get information about techniques of teaching vocabulary, and the problems faced by the teacher and the student in teaching learning English vocabulary, and strategies used by teacher to solve student's difficulties. Third step is Document, According Herdiansyah (2010:143) "Study of documentation is method of collecting data with looks or analyze documents that made by subject-selves or other people about subject". And Documentation will be doing to complete information which has acquired with observation and interview.

Analysis that used in this technique is qualitative analyze, Herdiansyah (2010:180) said that stage of colleting data contains about combination process of collecting data which have been started when beginning of research. And the writer uses observation and interview to collect the data. Second stage is reduction data, According Herdiansyah (2010:165) "Data reduction is a process of

combination and uniformities all form of data that acquired to be one script that will be analysis. In this stage the writer interviewed the English teacher and fifth year students in SD N 2 Ngrendeng Ngawi. And also held observation in the class and taken notes in purpose of succeeding data. Third stage is display data, Miles and Huberman (1992:17) said that we limit a “presentation” or display as collection of compile information which gives possibility existence of conclusion and taking action. The writer tries to classify and break down the data from observation and interview into simple and concrete script that have been obtained and classified in order to analysis the data in a specific way and concern as the research in planned. Fourth stage is conclusion and verification”. Conclusion and verification is last stage in qualitative data. According Herdiansyah (2010:181) “conclusion is a reference of answers from question of research that submitted and revealed “what” and “how” from the research finding”. Finally the writer makes sum up and classifies the data that have been obtained and infers the research finding into a single overall conclusion according the research data.

3. Findings and Discussion

In this chapter, the writer is going to present the, research finding and discussion. There are three objectives in this research, namely describing the techniques of teaching vocabulary, describing problems faced by the teacher and the students in teaching learning vocabulary, and describing strategy by teacher to solve students’ difficulties

A. Techniques of Teaching Vocabulary to the Fifth Year Students of SD N 2 Ngrendeng, Ngawi

Based on the observation, the techniques used by the teacher to the fifth year students are translation, picture and draw the sketch, example- illustration clues, quiz, and memorize vocabulary. The following the description of the techniques used by the teacher.

a. Translating

The technique of translating is always used by the teacher to make the students easier in learning English, especially to make the students understand

some new vocabularies. For example the teacher translates the word “school laboratory” into Indonesia becomes *laboratorium sekolah*. Besides, the teacher also translated the word “cupboard” into Indonesian becomes *almari*.

b. Drawing Sketch and Pictures

The teacher draws sketch in the blackboard to some material, and the teacher commands the students to rewrite in their book and the students memorize the vocabulary. For example the teacher draws sketch of location room and name of the day. The teacher also uses pictures to teach vocabulary and the picture obtained from book (LKS). The teacher shows the picture in the book and also mentions the name of the picture, after that the teacher commands the students to repeat after him.

c. Example- Illustration Clues

In English lesson, the teacher also gives clear explanation by making example and illustration clues based students’ environment to the students before the teacher gives an exercise, for example the teacher gives example illustration clues to word “*pet*”, and mentions kinds of pet such as *anjing, kucing*. After that the teacher mentions the definition of “pet shop” is *toko binatang peliharaan*.

d. Quiz and Memorize Vocabulary

In final material the teacher often gives quiz to the students by oral test or written test. It is used by the teacher to know the students’ ability in learning English and to review the material in order the students is not forgets the vocabulary. Besides, the teacher also gives test the students’ comprehend of vocabulary and commands the students to write memorize vocabulary in the blackboard.

B. Problem Faced in Teaching Learning Vocabulary

a. The Problem Faced by the Teacher

In this case the writer describes some problem faced by teacher in SD N 2 Ngrendeng, Ngawi.

1. Time Management

The time to teach English is very limited, because this semester the students of sixth grades did some preparation to final exam, so the students of first grades until fifth grades have long holiday, and it makes the teacher and students late in teaching learning process in the class. Besides, the official national holiday in every Thursday makes the students and teacher also lost of time in teaching learning process.

2. Limited Vocabulary and Pronunciation

The limited vocabularies that comprehended by the teacher makes the vocabulary that taught also limited, for example when the teacher makes a mistake on translate the meaning of *always* and *usually* the teacher uses same mean “*selalu*” the correct meaning to *always* is *selalu* while *usually* is *biasanya*. So *always* and *usually* have different of mean.

Besides the teacher’s pronunciation is much wrongness because the teacher is not English teacher professional so teacher uses pronunciation accord with his ability. For example when the teacher reads task number 44 “*Mr. Danu is my English teacher Is teaching us now*” but the teacher making a mistake in pronunciation when reads word “*us*” with said [yus], while the correct pronunciation to “*us*” is [əs or ^s]. And the students also following the mistake the teacher’s pronunciation with said [yus].

3. The Students Low Motivation

The third problem faced by the teacher when the students difficulties to respond the material especially vocabulary because the some students easy forgotten to new vocabulary, and they are lazy to remember new vocabulary. Many students that left study, but the student do not adaptable with other students, so the teacher should repeat the last material and check one by one the students’ note, beside the teacher also make the students are more active in the class.

b. The Problem Faced by the Students

In this case the writer describes some problem faced by the fifth year students of SD N 2 Ngrendeng, Ngawi.

a. The Student Limited Vocabulary

The majority students faced problems when they should translate words from Indonesian to English or translate from English to Indonesian, For example when the teacher asks the meaning of *pet shop* and *drugstore*, *church* to the students, but the students only silent so the teacher should translate the mean of *pet shop* and *drugstore*, *church* are *toko binatang peliharaan*, *toko obat*, dan *gereja*..

b. The Student Limited Pronunciation

In reading and speaking English the students also have difficulties to their pronunciation, because the students unfamiliar with many vocabulary. So when speaks English the students speaks same with its spelling. For example the students make mistakes to pronunciation when reads word “*place: [plis]*, “*church: [cruf]*, teacher corrects the students’ pronunciation.

c. The Teacher Quick in Explains the Material

Besides teacher explains the material quickly, so many students difficult to accept material and the teacher only used monotonous method.

C. Strategy by Teacher to Solve The Students’ Difficulties

In this case the writer asked to the English teacher about strategy by teacher to solve students’ difficulties which appear in teaching learning process to the fifth year students.

a. Giving Motivation

The teacher always giving motivation to the students in the teaching learning process in order the students more increase in learning vocabulary and remembering its mean, for example: the teacher faced to the students when the students have difficulties to vocabulary and the teacher walks around in the class to check the students’ works. Besides, the teacher often commands the students to open and read dictionary everyday in order the students can improve their vocabulary.

b. Giving Reward

Besides the teacher often used questions to students in the middle teaching learning process, and teacher gave reward to the students who can able answering quiz with higher score, because teacher think that reward can make the students

motivated to memorize the vocabulary. The kinds of reward are varieties, for example teacher usually gives an extra score that will accumulation in final score.

Based on the research finding above, the writer finds that the teacher in SDN 2 Ngrendeng Ngawi uses some techniques to teach vocabulary to the fifth year students. In the first techniques the teacher uses techniques translating words. It is translate word from English to Indonesian or translate from Indonesian to English in every sentence. The steps using translation are the teacher asked the students to read the story in the text, after that teacher read the story while translate some new word and the students wrote the new words in their book. Then, the teacher gave the correct translation of all text stories to native langue and the students gave attention. This technique supported by Olha Madylus in Sofa (<http://massofa.wordpress.com/2011/01/29/teaching-english-vocabulary-to-the-fourth-graders-of-elementary-school/>) that also found that the translation was effective enough to teach vocabulary. It is also supported Thornbury (2002:77), who states that the translation has the advantages of being the most direct route to a word's meaning assuming that there is a close match between the target word and its L1 equivalent.

Second techniques are drawing the sketch. There were some steps that the students had to follow in learning vocabulary by using draw sketch. First, the teacher draws the sketch in the blackboard and the teacher introduces the new vocabulary items by reading the sketch in the blackboard. The secondly, the teacher asks the students to wrote in their book and the teacher walks around to check the students' work. Third, the teacher asks the students to memorize the vocabulary and tests the students' comprehension. To some material such as "*names of the day, position of rooms in the house, and identity card*", the teacher chooses to draw sketch in the blackboard. Not only draws sketch the teacher also uses the picture that obtained from the book. The steps that done by teacher are the teacher asks the students to look the picture in the book, then the teacher mentions the vocabularies which compatible with the picture while the students repeats after him. It supported by Olha Madylus in Sofa (<http://massofa.wordpress.com/2011/01/29/teaching-english-vocabulary-to-the->

fourth-graders-of-elementary-school/) also found that the picture was strategy which effective enough to teach vocabulary. Pamungkasari (2007) in her research also found that the teacher English in *MI Al Falah Baki Sukoharjo* also used the technique drawing and pictures to teach vocabulary.

Third technique is Example- Illustration Clues, this technique used by the teacher with steps, the teacher introduces the new vocabulary items by giving specific concrete example or illustration, and the students heard by careful the example and then students answered the word that mentioned by the teacher. It is also supported Thornbury (2002:77) who states that an alternative to translation and an obvious if presenting a set of concrete object such as clothes items is to somehow illustrate or demonstrate them. (Fauziati, 2010:72) also add that Example – illustration clues was effective to teach vocabulary.

The final techniques the teacher often gives quiz, and memorize vocabulary in middle and final lesson. There were steps firstly, the teacher commands the students to close their book, after that the teacher tested the students' comprehension by oral test or written test and the teacher observing the speed of the student's responses and the correct answer. These techniques supported by Cooper in (<http://wiki.answers.com/Q/What-are-5-teaching-strategies-for-teaching-English>) he also found that the quiz was strategy which effective enough to teach vocabulary in the class.

Based on the observation the writer concludes that the first problem faced by the teacher is Management times in teaching learning process and the teacher is not giving extra time to teaching learning process in the class. It makes the students late accepts material to learn English so the students should study alone at home. The second problem is the teacher has limited vocabularies and often wrong in pronunciation when speaks English, so the students also doing same wrong in pronunciation.

To problem faced by the students is the students have limited vocabulary and pronunciation, this problem occurs because the teacher only commands the students to memorize the vocabularies only from one book, the students only learn vocabulary from material that is given by the teacher. Besides, the students

are difficult to accept material because the teacher teaches quickly in explaining material. Thornbury (2002) said that the majority problem faced by the teacher and students are pronunciation difficulties and the spelling difficulties, length and complexity, grammar, meaning, range, connotation, idiomaticity.

The writer finds that the teacher has strategy to solve students' difficulties. The first teacher gives motivation to the students in final lesson in order the students are enthusiasm in learning English. The second strategy is the teacher gives reward to the student who can able to answer quiz with higher score, the reason of giving reward strategy is giving motivation to the students in order the students study hard, so the students get higher score and get a reward, but this strategy also gives negative effect to the students because it makes the students only think to get a reward not to be serious in learning English.

4. Conclusion and suggestion

The writer draws conclusion based on the observation that techniques of teaching vocabulary to the fifth year students are the teacher uses translation technique in every sentence, the teacher uses picture or draws the sketch to memorized by students, the teacher also gives example- illustration clues that found from students' condition and environment, the teacher also gives quiz, and memorize vocabulary.

The problem faced by the teacher in teaching learning vocabulary to fifth year students of SD N 2 Ngrendeng, Ngawi namely: time management, the teacher has limited vocabulary and pronunciation, the students' difficulties to respond the material and less have motivation to memorize the vocabulary.

The problem faced by the fifth year student of SD N 2 Ngrendeng, Ngawi namely: the students have limited vocabulary, the students have limited pronunciation, and the Students difficult to accept material because the teacher is very quickly in explain the material.

Strategies by teacher to solve students' difficulties are the teacher gives motivation to the students in final lesson and also the teacher gives reward to the students who are able answer quiz with higher score.

After the writer draws the conclusion, the writer proposes suggestion based on the result observation, the writer present the suggestion for the teacher English, the students, the school, and to the other research

1. For teacher English

- a. The teacher English should use creative techniques in teaching vocabulary in order the students not feel bored in the class and often memorize more vocabulary.
- b. The teacher should give more opportunity the student to speak English and to be active in the class
- c. The teacher should active uses other book as source to teach vocabulary, and should arrange syllabus and lesson plan as guide in teaching English.
- d. The teacher should comes on time in order the teaching learning process in the class is more conducive to well teaching learning.

2. For the students

To the students in SD N 2 Ngrendeng Ngawi especially to fifth grade, the student should study hard to increasing the vocabulary and read more books to learn vocabulary.

3. For the school

The school should provide the facility to teaching learning process, such as provide many English books to teacher and student.

4. For other researcher

The writer realizes if this research is not perfect, she realizes that it only gives little contribution in teaching English especially vocabul: 12 And the writer hopes that it can be used as one reference that related in teaching vocabulary to the other researchers who want to study in the same object.

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