STRATEGIES FOR VOCABULARY ENRICHMENT EMPLOYED
BY THE TEACHER AT THE FIFTH YEAR
OF SD N I JATIREJO

PUBLICATION ARTICLE

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

by

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SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012
ACCEPTANCE

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STRATEGIES FOR VOCABULARY ENRICHMENT EMPLOYED BY THE TEACHER AT THE FIFTH YEAR OF SD N I JATIREJO

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ABSTRACT

The subject of this research is the fifth year of SD N I Jatirejo in 2011/2012 academic year. The objectives of this research are: (1) to describe the strategies for vocabulary enrichment employed by the teacher at fifth year of SD N I Jatirejo, (2) to describe the problems faced by the fifth year of SD N I Jatirejo in vocabulary enrichment at applying the strategies, (3) to describe the problem solving which is used by the teacher of the fifth year of SD N I Jatirejo. The writer uses descriptive research. The writer gets the data of this research from event, informant, and documents. The method of collecting data of this research is observation, document and interview. After analyzing the data, the writer finds that (1) the teacher of the fifth year of SD N I Jatirejo uses definition, self-defining context, realia, reading the words, writing the words and games as the strategies for vocabulary enrichment, (2) the students of the fifth year of SD N I Jatirejo have some difficulties in vocabulary enrichment at applying the strategies, that are pronunciation and spelling, (3) the problem solving used by the teacher to solve the students’ problems are by repeating to pronounce the words and also writing down the words on the blackboard in order the students can copy it.

Keyword: vocabulary enrichment, strategies

I. INTRODUCTION

Vocabulary enrichment determines the communicative competence. Without sufficient vocabulary one cannot communicate effectively and cannot express his or her ideas through written or spoken language. Vocabulary enrichment enables an individual to speak, write, and read in confidence and effectiveness. Vocabulary enrichment really helps language learners in the foreign language learning. It is needed by the language learners to understand the words they listen or read in the foreign language learning. The vocabulary enrichment also helps them in the speaking and writing the foreign language. They need vocabulary enrichment to express their ideas, through spoken or written language, in the learning of foreign language.
Vocabulary cannot be separated from the other elements in English teaching-learning process in elementary school, because vocabulary influences the ability of the students in studying English, especially English as a foreign language likes in Indonesia.

English is a new subject in elementary school, so the students need to learn more about vocabulary in order they can be easier in learning English. English is also a new subject for the fifth year of SD N I Jatirejo. The students just got the English subject when they were in the fourth year, so it is their second year to study English. Because of that the teacher still has to develop the students’ vocabulary mastery.

Based on the description above, the writer tries to conduct a research on the strategies for vocabulary enrichment in elementary school. Her research is entitled Strategies for Vocabulary Enrichment Employed by the Teacher at the Fifth Year of SD N I Jatirejo.

II. METHOD OF COLLECTING DATA
A. Type of the Research
   In this research, the writer uses the descriptive research to find out the strategies for vocabulary enrichment employed by the teacher at the fifth year of SD N I Jatirejo.

B. Object of the Research
   The object of the research is the strategies for vocabulary enrichment employed by the teacher at the fifth year of SD N I Jatirejo.

C. Data and Data Source
   The data of this research are field note, interview script and syllabus. The data are taken from the result of the teaching learning process. There are three sources of the data: events, informant, and document.

D. Method of Collecting Data
   The writer uses three methods of collecting data. They are observation, document and interview.
E. Technique for Analyzing Data

The data in this research are analyzed by using descriptive qualitative research. The methods of analyzing data are as follows:

a. Collecting the data from observation, document, and interview
b. Classifying the data which support the analysis
c. Describing the data obtained from observation, document, and interview
d. Analyzing the data
e. Drawing conclusion.

III. RESEARCH FINDING AND DISCUSSION

A. Research Finding

In the observation, the writer focuses on analyzing the strategies for vocabulary enrichment employed by the teacher of the fifth year of SD N I Jatirejo. The data are classified as follows:

1. Strategies for Vocabulary Enrichment Employed by the Teacher

   The teacher of the fifth year of SD N I Jatirejo uses six strategies for vocabulary enrichment.

   a. Definition

   On the first observation, the first definition as the strategy for the vocabulary enrichment is when the teacher explains about the Preposition of Place. First, the teacher explains the Prepositional of Place on the book material. Then, the teacher asks the students to read a text related to Prepositional of Place, and then they define the difficult words of the text by using dictionary. The other definition as the strategy for vocabulary enrichment is when the teacher explains about Public Place. The teacher reads the words related to the Public Place obtained in the book material, and then define it into Indonesian. The teacher also defines another words related to the Public Place which are not obtain on the book material.
While on the third observation the teacher commands the students to go around the school and look for about 20 things around the school. They should make a note of the things they found. Then, the students should define the name of the things they found into English. They can define it by using dictionary.

b. Self-defining Context

On the first observation, the teacher commands the students to read a text, and then the students and teacher define the new words they found on the text. After that, the students read and try to define the text together by the guidance of the teacher. The teacher tells the student to define it based on the context of the sentence and do not define it word by word.

On the second observation, the students do the exercise on the students’ worksheet. The exercise is matching the sentences with the words. This exercise teaches the students to understand the context of the sentences, in order they can find the answers of the sentences.

c. Realia

The writer finds that the teacher uses realia as the strategy for vocabulary enrichment on the third observation. The teacher does not show the real objects. The teacher asks the student to look for the real objects by themselves, and define it into English by using dictionary. The students should go around the school to look for 20 real objects. They should make a list the name of the 20 real objects and then define it to English by using dictionary.

d. Reading the Word

On the first observation, the students read a text on the book material. Some of them are designated by the teacher to read the text aloud. While the students are reading the words, the teacher teaches them how to pronounce the words correctly.

On the third observation, the students go around the school and looking for 20 real objects. They make a note of it and define it into
English. After that, some of them should get in front of the class and read all of the names of the real objects they found. Then, the teacher writes down the new words from the 20 real objects on the blackboard. The teacher reads the words and the students repeat the words after the teacher.

e. Writing the Word

On the second observation, the students make a simple privates dictionary which is made by the student itself, called ‘My Dictionary’. They have to write down the vocabulary that they have been known without opening any dictionary.

On the third observation, the students look for 20 real objects around the school. They write down the name of the real objects on their book and define it into English. They do not only write down it on their book, but they also write down it again on their simple dictionary.

f. Games

On the third observation, the teacher uses realia as the strategy for vocabulary enrichment. Then, the teacher writes down the new words that are found on the realia at blackboard. The teacher only writes the English of the words and defines it into Indonesia orally. The students repeat what the teacher says.

After that, the teacher gives games to the students. Two students get in front of the class. The teacher says a word in Indonesian and the students have to be scrambling to show this meaning in English on the blackboard. Then, the students have to be in rotation to show the meaning of the word that teacher says and they should read it loudly.

The teacher also gives other games to the students. Six students have to get in front of the class, and have to march into to two lines. Each line consists of three students, the left line called group I and the right line called group II. The teacher whisper a word in Indonesian to
the back part students of each line, and then the back part students have to whisper the words to the middle part students. Next, the middle part students have to whisper the word to the frontage students and the frontage students should define the word in English and says it loudly. The first group which says the meaning in English correctly is the winner.

On the fourth observation, the teacher also gives games to the students. The students are divided into 4 groups. Each member of groups should cut off a piece of paper into 8 parts, so each group has 32 pieces of paper. The students have to write down an English word with a big font in one side of the paper, meanwhile on the other side of the paper they have to write down the meaning of the word in Indonesian by using smaller font than the English one. The students can look for the word on dictionary and book material. Then, the chief of each group have to get in front of the class and give five question based on the words written down on their pieces of paper to another group. They have to ask the other group while show the paper which is written with the words they asked.

2. Problem faced by the Students in Vocabulary Enrichment

The fifth year students of SD N I Jatirejo faced some problem in vocabulary enrichment in applying the strategy.

a. Pronunciation

The students find difficulties when they have to read or say the words. On the observation, the writer finds some students who read and say the words incorrectly.

b. Spelling

The other students also have difficulties in spelling the words when they have to write words. When the teacher gives a dictation test to the students, they still confuse in writing the words, they do not know which part should be written in double letters or which part should be written in single letter.
3. **Problem Solving used by the Teacher**

   The problem solving which is used by the teacher of the fifth year of *SD N I Jatirejo* in applying the strategies is repeated. Usually, the teacher will repeat to read the words and the students will repeat what the teacher read. During the observation, the writer sees that teacher always repeat to read the words in many times and then the student will repeat it.

   On the difficulties on spelling, the teacher also does the same thing. She will repeat to spell the word. The teacher usually writes down the answer of the dictation test on the blackboard after the test, in order the students can copy it to their book. After that, she will give the same test to the student next week. It can make the student more familiar with the spelling of the words.

B. **Discussion**

   1. **Strategies for Vocabulary Enrichment Employed by the Teacher**

      a. **Definition**

         Definition in the target language may be very handy if they expressed in the terms that are better known or more easily guessed that word that is defined. In this direction teacher and students can refer to authentic and reliable dictionaries. When the teacher of the fifth year of *SD N I Jatirejo* uses definition as the strategy for vocabulary enrichment, the teacher does not only refers to the authentic and reliable dictionary, but she also refers to the explanation on the book material. It can enrich the students’ vocabulary, because the students do not only know the vocabulary obtained on the book material, but they also know another vocabulary which is not explained on the book material.

      b. **Self-defining Context**

         Self-defining context is one of the strategies for vocabulary enrichment employed by the teacher of the fifth year of *SD N I Jatirejo*. The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and
develops an intensive reading habit and better. The teacher of the fifth year of SD N I Jatirejo teaches the students to define a sentence or text based on the context of the sentence and do not define it word by word. The teacher also gives an exercise which teaches the students to understand the context in order they can find the answer. It can teach them to understand the context of the words first before they define the words.

c. Realia

The teacher of the fifth year of SD N I Jatirejo also uses realia as the strategy for vocabulary enrichment. Real objects or models of real objects are very effective and meaningful in showing meaning, but in handling real objects a teacher should not be superfluous. The teacher of the fifth year of SD N I Jatirejo does not show the real objects, but she asks the students to find out the real objects by themselves. The teacher asks the students to look for the real objects around the school, and define it into English by using dictionary. It can teach the students to be more autonomous in learning of vocabulary.

d. Reading the Word

Reading the words aloud is very beneficial for the students. It makes the students familiar with the word and also improves pronunciation of the learners. Besides they improve their vocabulary, the students can also improve their pronunciation. Reading the words as the strategy for vocabulary enrichment for the fifth year of SD N I Jatirejo is applied as according to the theory and the materials. While the students read aloud a text, the teacher also teaches the students to pronounce the words correctly, so the students can improve their pronunciation.

e. Writing the Word

Writing the word will enable the students to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the
students a chance to understand the grammatical aspect of the word. The students can also learn to spell the words correctly.

f. Games

Games can be a useful medium to enrich students’ vocabulary. Instead of having a fun, the students also learn new words. Teacher can employ various types of games that can be enjoyed by the students while they learn new words. The students can be easier in memorizing the words by using games, and it also will be more remembering on the students’ memory. The students are fun when they are enrich vocabulary while play games. When the students are fun with it, they will get it.

On the strategies for enriching vocabulary at review related literature has been mentioned that there are 14 strategies for enriching students’ vocabulary, but in SD N I Jatirejo the teacher only uses 5 strategies from the 14 strategies, so there are 9 strategies for vocabulary enrichment that do not use by the teacher. While, the last one strategy that is games, is a strategy that is used by the teacher itself and does not mention on the theory. The 5 strategies that are used by the teacher are definition, self-defining context, realia, reading the word, and writing the word are used by the teacher because these strategies are suitable to be given to the fifth year of elementary school like in SD N I Jatirejo. These strategies are more suitable to be used to enrich the fifth year’s vocabulary because these strategies are easier to be understood by the students and do not need difficult media to be applied. These can be said as simple strategies for enriching vocabulary. On the other hand, the other 9 strategies are more difficult to be understood by the students and some of them need difficult media to be applied. So, the other 9 strategies does not use by the teacher.

2. Problem Faced by the Students in Vocabulary Enrichment

The problems faced by the fifth year of SD N I Jatirejo in vocabulary enrichment at applying the strategy are pronunciation and spelling. The students find difficulties when they have to read or say the
words. They do not know how to pronounce it correctly. The students have difficulties in reading the words, because they do not routine to read the words. The other students also have difficulties in spelling the words when they have to write the words. The students do not know which part should be written in double letters or which part should be written in single letter.

3. Problem Solving Used by the Teacher

The problem solving which is used by the teacher of the fifth year of SD N I Jatirejo in applying the strategies is repeated. Usually, the teacher will repeat to read the words and the students will repeat what the teacher read, so the students will be more familiar with the pronunciation of the words and be easier to memorize the pronunciation of the words.

On the difficulties on spelling, the teacher also does the same thing. She will repeat to spell the word. Sometimes the teacher gives a dictation test to the students. After the test, the teacher usually writes down the answer of the test on the blackboard, in order the students can copy it to their book. After that, she will give the same test to the student next week. It can make the student more familiar with spelling of the words.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

1. The teacher of the fifth year of SD N I Jatirejo uses six strategies in vocabulary enrichment. The strategies for vocabulary enrichment employed by the teacher of the fifth year of SD N I Jatirejo are (1) definition, (2) self-defining context, (3) realia, (4) reading the word, (5) writing the word, (6) games.

2. The students of the fifth year of SD N I Jatirejo have some problems in vocabulary enrichment at applying the strategy, that are pronunciation and spelling.

3. The problem solving used by the teacher to solve the pronunciation and the spelling problem of the students is repeated.
B. Suggestion

1. To the English Teacher
   The teacher should give more English text to the students and also read it to them before they read it by themselves.

2. To the Future Researcher
   The future researcher who will be interested in conducting research about strategies for vocabulary enrichment should enlarge the research of strategies for vocabulary enrichment on the other strategies which do not mention on this research.

V. REFERENCES


