

**A STUDY ON TEACHING VOCABULARY TO THE THIRD YEAR
STUDENTS OF SDN 1 KARANGNONGKO**



RESEARCH PAPER

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by

DWI WAHYUNI RAHAYU

A. 320.040.008

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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CHAPTER I

INTRODUCTION

A. Background of the Study

English has become the International language and the popularity all over the world including Indonesia. As everybody knows, English is very important for communication in this Globalization Era. In the past English was only taught in secondary school but nowadays English lesson is starting into primary or elementary school settings. The Decree of the Ministry of Education and Culture, Republic of Indonesia No. 0487/4/1992, chapter VIII states that English can be taught as an extra instruction if it is needed by local community, and if the teacher of English is available. Another Decree of Ministry of Education and Culture No. 060/V/1993 states that English may be given to elementary school students as a local contents. Thus, it depends on the policy and the necessities of the local government in choosing this language to be taught.

To teach vocabulary in elementary school, especially for children is not an easy way. Teaching children is very different from teaching adult. The teacher should have an extra power to teach them, because the children have certain characteristics and need a certain treatment. According to Brumfit (1995: 142) children play and children want to play, children learn through playing. Moreover, they tend to imitate to another habit

At SDN 1 Karangnongko English has been taught in the third grade students. For the students English is their first foreign language, so they feel difficult in learning the English lesson. It becomes the teacher's job to find out the suitable methods or techniques in teaching English, especially in English vocabulary, in order the students can learn the English lesson easily.

Sukmadinata (2006: 5) states that a research is a systematically process of collecting and analyzing data to get certain purposes. Here, the researcher is interested in doing a research at SDN 1 Karangnongko especially in teaching vocabulary. The researcher wants to help the teacher in teaching vocabulary and the result of the research can be used as a reference for the teacher in order he/she can revise about their teaching method which is unsuitable implemented in teaching vocabulary.

English is as a new subject at SDN 1 Karangnongko, so it is important for the English teacher to know what methods which implemented in teaching English, especially in teaching vocabulary, in order the teaching learning process will be succeed. There are some methods which can be used to teach English vocabulary. One of them is Grammar Translation Method (GTM). Here, the learners typically spend a great deal of their time looking up words in dictionary and translating texts from the foreign language into their native language. The other method is by Total Physical Response (TPR). TPR asks students to responds physically to the language they hear. Language processing is thus matched with physical action (Harmer, 2002: 90). It attempts to teach language through physical (motor) activity. It can be said

that TPR is a method of teaching English by using physical action to teach a foreign language.

For those reasons, the researcher is interested in describing about how is the teacher teach the English vocabulary to the students. What are the methods or techniques used in teaching the English vocabulary? What are the difficulties faced by the students in receiving the lesson and how are the teachers solve the problems of it. So, the researcher concerns in describing A STUDY ON TEACHING VOCABULARY TO THE THIRD YEAR STUDENTS OF SDN 1 KARANGNONGKO.

B. Previous Study

There are many researchers who wrote about teaching vocabulary. For example: Dewi (2006) who wrote “A Study on Vocabulary Mastery in Teaching Learning Process of the Fourth Year Students of SD Min Jetis Sukoharjo in 2005/2006 Academic Year”. She’s tried to find out how far is the students vocabulary mastery in SD Min Jetis Sukoharjo. Are the students have a lot of vocabulary mastery? Whether their pronunciation is good? From this research she concludes that the fourth year students vocabulary mastery is good because the teaching materials which are taught to them are relevant and familiar to their daily life.

Another researcher is Prabowo (2007) who wrote “Increasing Vocabulary Mastery through Cartoon Films; An Action Research at Fourth Year Students of SDN Sekip I Surakarta “. In his research, he found that

through cartoon film as a technique to teach vocabulary can overcome the students problem effectively. They can easily memorize the new words and their meaning, they can also pronounce the words correctly and their motivation to learn is improving. So, he conclude that teaching vocabulary through cartoon films can increase the students vocabulary mastery.

Those previous study has the similarity with this research that is both of these researches focused on teaching vocabulary in elementary school. Meanwhile, there are some differences between this research and their research. That is most of their research focused on whether a certain methods or techniques are relevant to implied in teaching vocabulary. Whether the method is good to increase the students ability in learning vocabulary? While in this research, the writer wants to describe not only the methods or techniques which is implies in teaching vocabulary but also the problems or difficulties which faced by students in receiving the lesson and how is the teacher solving the problems. The researcher tries to write A STUDY ON TEACHING VOCABULARY TO THE THIRD YEAR STUDENTS OF SDN 1 KARANGNONGKO.

C. Problem Statement

From the background of the study, the researcher tries to mention the problem statements of the study:

1. What are the methods and the techniques implemented in teaching the English vocabulary?

2. What are the problems faced by the students in receiving the lesson?
3. What are the ways done by the teacher to solve the problems?

D. Limitation of the Study

The researcher limits her research as follows;

1. The subject of the study is the third grade student of SDN I Karangnongko.
2. The study is focused on the methods or techniques which applied in teaching English vocabulary and to any kind of problems which are usually faced by the students and how to solve the problems of it.

E. Objective of the Study

The researcher doing this research because the researcher has some objectives:

1. To describe the methods and the techniques which are used by the English teacher of SDN I Karangnongko in teaching vocabulary.
2. To describe the problems which are usually faced by the students in receiving the lesson.
3. To describe the ways done by the teacher to solve the problems

F. Benefit of the Study

In this study the writer expects that the research paper has some benefits both in theory and practice.

1. Theoretically
 - a. The result of the research paper can be used as an input in English teaching and learning process, especially for teaching vocabulary in Elementary school.
 - b. The result of the study can be used far a reference for those who want to conduct a research in English teaching and learning process.
2. Practically
 - a. The research can give more information about the methods and/or the techniques in teaching English vocabulary to Elementary school students.
 - b. This paper can give more information for the teacher to find out about the problems which are usually faced by the students when they are receiving the lesson also the way how to solve the problems of it.

G. Research Paper Organization

Chapter I is introduction. This chapter consists of the background of the study, previous study, problem statement, objective of the study, benefit of the study.

Chapter II consists of theoretical background. This chapter discusses the general concept of vocabulary, teaching children, methods on teaching vocabulary.

Chapter III is research method. It deals with the type of the research, subject of the study, object of the study, data & data source, method of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion. This chapter presents the methods and the techniques used by the teacher in teaching vocabulary, problems faced by the students the problem solving done by the teacher and the discussion.

Chapter V is conclusion and suggestion.