A DESCRIPTIVE STUDY ON VOCABULARY TEACHING-LEARNING PROCESS AT THE FOURTH YEAR OF SD N 1 GEDONGAN, KARANGANYAR IN 2011/2012 ACADEMIC YEAR

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by
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ACCEPTANCE

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I hereby assert that there is no plagiarism in this journal of research paper. There is no other work that has been submitted to obtain the bachelor degree and as far as I am concerned there is no opinion that has been written or published before, except the written references which are referred in this research paper and mentioned in the bibliography.

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The Writer,

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SUMMARY


The research aims at describing the process of teaching-learning vocabulary at the fourth year of SD N 1 Gedongan, Karanganyar. The research conducted to describe the process of teaching-learning vocabulary, the difficulties faced, and the problem solving applied by the teacher at the fourth year of SD N 1 Gedongan, Karanganyar. In this research, the data are derived from event, informant, and document. There are three kinds of methods in collecting the data, namely conducting observation, interviewing, and analyzing documents. The data are information related to the process of teaching learning vocabulary, the difficulties and the problem solving applied by the teacher at the fourth year of SD N 1 Gedongan, Karanganyar. The result of the analysis shows that the process of teaching-learning vocabulary in SD N 1 Gedongan, Karanganyar has seven steps in every process. The teacher applied Grammar Translation Method and Direct Method to teach. The difficulties faced by the teacher are the students less discipline to learn English, the students have no motivation to learn English, there is no media available to convoy the material in school, and vocabulary acquirement difficulties. The strategies implemented by teacher in solving the difficulties are motivating the students if learning English is important, optimal the media in round the school to convoy the material in order to make the students interest in English and the teacher asked the student to memorize the words in the target language.

Key words: vocabulary, teaching-learning process, difficulties, and strategies.
A. Summary

Bismillahirrohmanirrakhim.  
Alhamdulillahi robbil ‘alamin, praise and thanks to Allah SWT for His blessing and guidance, so this journal is finally finished.  
This journal made based on her research paper entitled “A DESCRIPTIVE STUDY ON VOCABULARY TEACHING-LEARNING PROCESS AT THE FOURTH YEAR OF SD N 1 GEDONGAN, KARANGANYAR IN 2011/2012 ACADEMIC YEAR”.  
The research aims at describing the process of teaching-learning vocabulary at the fourth year of SD N 1 Gedongan, Karanganyar.  
The research is conducted to describe the process of teaching-learning vocabulary, the difficulties faced, and the problem solving applied by the teacher at the fourth year of SD N 1 Gedongan, Karanganyar.  
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There are three kinds of methods in collecting the data, namely conducting observation, interviewing, and analyzing documents.  
The data are information related to the process of teaching-learning vocabulary, the difficulties and the problem solving applied by the teacher at the fourth year of SD N 1 Gedongan, Karanganyar.  
The result of the analysis shows that the process of teaching-learning vocabulary in SD N 1 Gedongan, Karanganyar has seven steps in every process.  
The teacher applied Grammar Translation Method and Direct Method to teach.  
The difficulties faced by the teacher are the students less discipline to learn English, the students have no motivation to learn English, there is no media available to convey the material at school, and vocabulary acquisition difficulties.  
The strategies implemented by teacher in solving the difficulties are motivating the students if learning English is important, optimum the media in round the school to convey the material in order to make the students interested in English and the teacher asked the student to memorize the words in the target language.  

Key words: vocabulary, teaching-learning process, difficulties, and strategies.

B. Introduction

English is important language in this era.  Every country uses it for many purposes, like having communication in economic, politic conditions with the other country, also for education purposes.  
Indonesian government understands with this situation, so that makes
English became a subject in Indonesian education. English teaching covers four skills, namely reading, speaking, writing, and listening. The four skills above support the learning of English elements. They are structure (grammar), vocabulary, pronunciation, and spelling. It cannot be separated each other. Therefore, vocabulary is one of the important language elements the students should master.

According to Decarrico (Fauziati, 2010:61), vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. It means that vocabulary is basic on acquisition of language. Teaching vocabulary to children is quite different from teaching to adults. To teach children, teacher should use the method which is suitable with their characteristic. The teacher should really control the process of teaching-learning vocabulary on the fourth year of SD N 1 Gedongan, Karanganyar, understand with the difficulties faced in the process of teaching-learning vocabulary at the fourth year of SD N 1 Gedongan, Karanganyar and the teacher should solves the difficulties on teaching vocabulary.

The objectives of the study in this research are as follows. To describe the process of teaching-learning vocabulary at the fourth year of SD N 1 Gedongan, Karanganyar, to identify the difficulties that faced by the teacher in the process of teaching-learning vocabulary on the fourth year of SD N 1 Gedongan, Karanganyar, and to classify the strategies implemented by teacher to solve the difficulties.

The writer hopes that the result of research is useful for teachers or readers, in order that they can use it in the teaching-learning process, to make the students more interested in studying English especially to master vocabulary.

C. Research Method

The type of this research is descriptive research; a type of research which does not include any calculation or enumeration. (Moleong, Lexy. 1995:2). The writer conducted this research at the
fourth year of SD N 1 Gedongan, addressed in Gedongan RT. 02 RW. V Gedongan, Colomadu, Karanganyar. The observation was held three times in the classroom. Since 16th, 23rd, and 30th May 2012. The subject of this study is the English teacher and the students at the fourth year of SD N 1 Gedongan, Karanganyar 2011/2012 academic year. The object of the study focuses on the process of teaching–learning vocabulary at the fourth year of SD N 1 Gedongan, Karanganyar.

There are two types of data; the primary data are taken from direct observation, while the secondary data are taken from the second source that is the document. In this study there are three data sources: 1) Event (It is the English teaching-learning vocabulary process in the fourth year of SD N I Gedongan, Karanganyar in 2011/2012 academic year), 2) Informant (The informant is English teacher of the fourth year of SD N 1 Gedongan, Karanganyar in 2011/2012 academic year), and 3) Document (consists of English vocabulary materials, syllabus, lesson plan, material, syllabus and the student’s worksheet.

In this research, the writer uses three kinds of methods in collecting the data, namely conducting observation (The writer closely watch and make a note inside the class of the fourth year of SD N 1 Gedongan, Karanganyar while teaching learning vocabulary process happen and do not take part actively), interviewing the teacher to get informations), and analyzing documents (The documents are syllabus, lesson plan, material and student’s worksheet of the fourth year of SD N 1 Gedongan, Karanganyar). To analyze data the writer uses the following procedures: analyzing the process of English teaching-learning, analyzing the difficulties faced by the teacher in the process of English teaching-learning, analyzing how the teacher solves the difficulties in the English teaching-learning process, then drawing conclusion and suggestion.
D. Research Finding and Discussion

In this section the writer show and discuss the research finding during the observation and interview with the teacher of English.

1. The process of teaching-learning vocabulary in SD N 1 Gedongan

Based on the observation and interview with the English teacher in SD N 1 Gedongan, the writer found many facts related to the process of teaching-learning vocabulary. They are; the curriculum based on KTSP, the teacher uses completely steps in order to reach the goal of teaching learning process, and the teacher uses Grammar Translation Method and Direct Method in teaching vocabulary.

The first is the curriculum based on KTSP. The principle of KTSP is focus on the potency, development, and the need of the students and the environment. The curriculum let the school decided their own educational program appropriate with the needs and the potency that available in the environment and the school. The school has authority to choose the material that used. The teacher uses only LKS AKTIF as the material. The printed material mentioned completed with pictures and exercises. But, the contents of the printed material mentioned did not appropriate with the theme mentioned in the syllabus and the lesson plan. Lesson plan are made to practice in the real teaching-learning process. So, it means that everything mentioned in lesson plan must appropriate with the reality.

Second, the teacher uses completely steps in order to reach the goal of teaching learning process. Namely; opening, explanation, consultation, practice, presentation, evaluation, and closing. Carter, Ronald (1998:186) state that a main aim of vocabulary teaching to put students in the position where they are capable of deriving and producing meanings from lexical items both for themselves and out of the classroom. The goal of teaching vocabulary in SD N 1 Gedongan is to support the expansion the fourth skills in order to
make the students can use the target language for communication and express their wants well wherever they are. So, it means that the aim of SD N 1 Gedongan mentioned above deal with the theory of Carter related to the aim of teaching vocabulary.

Each step in the process of teaching-learning vocabulary has specific purpose. The first step is namely opening. Opening means the process of introduction of the new lesson in every meeting. The second step is explanation. This step is the process of explaining the subject matter from the teacher to the students. In order to make the students can master the subject matter mentioned. The next step is consultation. In this step the teacher give a chance to the student to consult their difficulties about the explanation before. The next step is practice. The students should practice what the teacher was explained before by done some task related to the topic. In this step, the teacher also asked the students to develop their social ability with teamwork. The next step is presentation. Here, the students show up their work in front of the class. This step makes the students more active to take part in process of teaching-learning. The next step after presentation is evaluation. Evaluation of the mistake are made by students in order to make the students can be better and do not repeat the same mistake again. In evaluation step, the teacher can evaluate how far the students master the material and how appropriate the technique that she use to teach. The last step is closing. Closing means that the teacher wants to stop the process of teaching-learning. The teacher always led the students to make a conclusion what they have studied.

Third, the teacher uses Grammar Translation Method and Direct Method in teaching vocabulary. Based on the observation, the teacher used Grammar Translation Method in the first observation and used Direct Method in the second observation. The techniques that applied in Grammar Translation method are as follows. The teacher introduces the topic to the students then explained the list of
words completed with the equal in native language. After that the teacher asked the students to memorize the list of word and it’s equal in native language. The teacher used Indonesian language to explain the material to the students and to make comparison between the foreign language and the students’ native language. The teacher also gives attention to writing and little to pronunciation. It can be seen that the teacher tries to improve the student’s vocabulary and applied it into the language skills directly.

In Direct Method, the Lessons begin with a brief dialogue in the target language, and in modern conversation style. The material is first presented orally with actions. There is much attention to pronunciation and to make the student can communicate in target language. The preferred type of exercise is a series of questions in target language based on the dialogue, and answered in the target language. The students become more active in the process of teaching-learning in the classroom and the teacher as facilitators.

The steps mentioned above covering the sixth base thing in teaching vocabulary mentioned by Wallace. Wallace (1982: 207) explains that teaching vocabulary has to be based on the following things. They are; aims, quantity, need, frequent exposure and repetition, meaningful presentation, situation and presentation. The first is aims. The teacher should decide her expectations to the learners to be able to achieve the vocabulary. The second is quantity. The teacher has decided the number of vocabulary items to be learned and how the students can learn the new vocabulary that she gave. Like the teacher decides the appropriate method to teach, are GMT or DM. It is in order to make the student easier to learn. The third is need. The teacher has to choose the words really needed by the students in communication. It can be seen when the teacher choose the name of toys that close to the students. Like; robot and doll. The fourth is frequent exposure and repetition. Frequent exposure repetition here means that the teacher should give much
practice on repetition so that her students master the target words well. It can be seen when the teacher ask the student to make a short dialogue using name of traditional or modern games then asked them to practice it in front of the class. The five is meaningful presentation. In teaching vocabulary, the teacher should present target words in such a way that their meanings of the target words are perfectly clear and unambiguous. The last is situation and presentation. The teacher should tell to the students that they have to use words appropriately. The use of words depends on the situation in which they are seeking and depends on the person to whom they are speaking.

Based on the research findings and little discussion above, the writer concludes that the steps that used by the teacher in process of teaching-learning vocabulary is fully complete. It means that the teacher takes control in the classroom and she try to make the students can take part actively in the process of teaching-learning vocabulary. It can be seen from the teacher give a chance to presentation and consultation about their confusing. In other hand, the writer also argues that the teacher should use also the target language in explaining the material. The target language can applied fifty-fifty with the native language, in order to improve the students’ language skill.

2. The Difficulties Faced by the Teacher in the Process of Teaching-learning Vocabulary in SD N 1 Gedongan

The writer found that the teacher has several difficulties in teaching vocabulary. They are; the students less discipline to learn English, the students did not interest with English, the media to teach is not available, and vocabulary acquirement difficulties.

Based on the finding mentioned above, the first problem is the students less discipline to learn English. For examples, they forgot to bring the English book and do the homework when the process of teaching-learning happened. The students love to do some
physical activities than just sit down and listen to the teacher also easily to get bored. The second difficulty is the students did not interest with English. They do not care with English. They think that English is unuseful for them. The students thought that learning English is wasting time because it is only foreign language and rare in used. The third difficulty is the media to teach is not available. Because the school has not a language laboratory and students cannot buy the media. So, the teacher uses a few media in teaching English. Usually she draws in the black board using chalk. The next difficulty is vocabulary acquirement difficulties. It is related to the meaning, spelling, and pronunciation. The students had difficulties in memorize the meaning, spelling correctly, and pronouncing the word correctly. For example, the students write, "doll as layang-layang, kite as jungkat-jungkit", when the teacher asked the students to write the word "Go back to the door" they wrote “Go bek to the dor”, the student said marble (marbel) is pronounced by (marble) and kite (kait) is pronounced by (kite).

Based on finding above, the writer concludes that the students still have difficulties. So, it means that the students do not master vocabulary well.

3. The strategies implemented by teacher to solve the problems

Based on the observation, the writer found that the teacher has several strategies to solve the difficulties in teaching vocabulary. They are; giving motivation to the students about the important of English, using the media in the surrounding of the school as much as she can, and asking the student to memorize.

The first strategy is giving motivation to the students about the important of English. The teacher always motivates the students about the important of learning English for their life especially for their future because English as international language. It is in order to make the students realize that learning English is not wasting time but it is needed and have many benefits for their own self. The next
strategy is using the media in the surrounding of the school as much as she can. She just uses anything available in her surroundings. Related to vocabulary acquirement difficulties, the teacher asked the students to memorize what is the equal of words in target language, how to spell and pronounce the words in target language correctly by their self. It deals with one of six Carters’ theories. According Carter, Ronald (1998:239) the characteristic of knowing a word is know the relations it contracts with other words in the language and with related words in L1 as well.

Based on the explanation above, the writer concludes; the teacher build the willing of the students in order to make their motivation is on fire. The writer believes that the most influence in students’ achievement is the student its’ self. If the students have motivation to success in master vocabulary, they will success too.

E. Conclusion

Finally, the writer presents the result of the data which have been collected from observation and interview in conclusion. After describing and analyzing the data, the writer draws conclusion; the process of teaching-learning vocabulary in SD N 1 Gedongan, Karanganyar has seven steps in every process. It was begun from opening, explanation, consultation, practice, presentation, evaluation, and closing. The teacher use Grammar Translation Method and Direct Method as the method to teach her students, the difficulties faced by the teacher in the process of teaching-learning vocabulary are the students less discipline to learn English, the students have no motivation to learn English, there is no media available to convoy the material in school, and vocabulary acquirement difficulties, the strategies implemented by teacher in solving the difficulties are motivating the students if learning English is important, optimal the media in round the school to convoy the material in order to make the students interest in English and the teacher asked the student to memorize the words in the target language.
BIBLIOGRAPHY


