

**TEACHING VOCABULARY USING FOOD PACKAGE
TO THE FOURTH YEAR STUDENT
AT SD NEGERI CEMANI 3 SUKOHARJO
IN 2012/2013 ACADEMIC YEAR**



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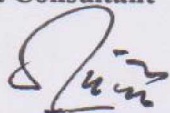
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ABSTRACT

Language is an important tool for the people to communicate each other. The function of language is very crucial to the continued life of the people. Without language, the people can't recognize each other. Language can't be separated with vocabulary because these two elements are related each other. Vocabulary learning is an important part of any language learning process. Learning vocabulary helps the students understand English that is as a new language for them. It is the key for the people to communicate with each other. The writer focuses on teaching English vocabulary by using food packages to elementary students. The aim of this study is to increase vocabulary mastery through food package to the fourth year student of SD Negeri Cemani 3 Sukoharjo. The type of this study is descriptive research. The analysis is qualitative method where the data taken from observation, interview, and documentation. The object of this study is the implementation of teaching vocabulary using food package to increase the students' vocabulary mastery to the fourth year students of SD Negeri Cemani 3 Sukoharjo in 2012/2013 academic year. The result of the study shows that food package can increase the students' vocabulary mastery. Before the observation, the teacher's teaching technique was monotonous and the students easily get bored. The students tended to speak with other friends than to listen what the teacher said, the material can't be learned well, so the result of vocabulary mastery was poor. After the implementation of teaching vocabulary by using food package, the vocabulary mastery of the fourth year students of SD Negeri Cemani 3 Sukoharjo increases.

Keywords: teaching vocabulary, food package.

A. Introduction

Language is an important tool for the people to communicate each other. According to Brown (2000:5), language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. The function of language is very crucial to the continued life of the people. Without language, the people can't recognize each other. Language can't be separated with vocabulary because these two elements are related each other.

Vocabulary items is essential to improve the four language skills, they are listening, speaking, reading, and writing. Wikins (1989:45) in Thornbury (2002:13) said that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that the vocabulary is basic to increase four skills, in other words person who knows more vocabulary can speak and even think, because the more words we have refers to the more varieties we can think about the world.

Vocabulary is also an important thing in learning English, it is central to the language. Learning vocabulary helps the students understand English that is as a new language for them. For elementary students, learning vocabulary means they have to understand the meaning of words. Decarrico (2002) in Fauziati (2010:61) states that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Teaching vocabulary to the elementary students is very important, especially for the students of SD Negeri Cemani 3 Sukoharjo, because it can enrich their vocabulary item. Understanding vocabulary is the key to able to communicate each other. The use of vocabulary is the most fundamental thing that must be mastered by all students who want to be able to speak English. Without sufficient vocabulary, people can't communicate effectively, people can't express their ideas both orally or in written form.

Allen (1983:33) says that teaching English to the beginners needs techniques. To make the process of teaching vocabulary easier to be

understood, the writer uses interesting method in teaching English vocabulary, such as use some different products of food packages. These media are helpful for teacher to deliver their material in teaching English vocabulary. For the students, media help them accept the material being explained by the teacher. The students will be interested and attractive if the teacher can teach the students in many ways, because it can avoid their boredom. During this time, the students of SD Negeri Cemani 3 Sukoharjo have limited vocabulary, they can't understand and memorize new vocabulary well. Based on the background above, the writer presents a research entitled **Teaching Vocabulary Using Food Package to the Fourth Year Student at SD Negeri Cemani 3 Sukoharjo in 2012/2013 Academic Year.**

There are some definitions about vocabulary. According to Burn and Lowe (1987:201) said that vocabulary can be defined as the stock of words used by person, class, or profession. Hatch and Brown (1995:1) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speaker of language might use. According to Rivers (1983) in Nunan (1991:117), vocabulary is essential for succesful second language use, because without an extensive vocabulary one will not be able to use the structures and function, he or she may have learned for comprehensive communication. From the definition above, it can be concluded that vocabulary is collection of word that is known its meaning and can be used by all people in a particular language.

Haycraft (1978) in Hatch and Brown (1995:370) divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. The expalanation of these two kinds of vocabulary are as follows:

a. Receptive Vocabulary

Receptive vocabulary is word that the learners recognize and understand when they occur in context, but which they can't produce correctly. It is vocabulary that the leaners recognize when they see it in reading context but do not use it in speaking and writing.

b. Productive Vocabulary

Productive Vocabulary is the word which the learners can understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process because the learners can produce the words to express their thought to others.

According to Swan and Walter (1994:51) in Harmer (2002:14) vocabulary acquisition is the largest and the most important task facing the language learner. It means that without vocabulary, it is impossible for people to communicate each other. People learn vocabulary in order to know what words mean and how they are used. The rich of vocabulary of someone is generally considered becoming an intelligent figure. The increasing of vocabulary is important part in either learning process or ability development.

Teaching and learning can't be separated to increase skill in foreign language learning. Learning is process that is done by the students. According to Brown (2000:7), learning is acquiring or getting of knowledge of a subject or a skill by study, experience, and instruction. Teaching is the process to transfer of knowledge from the teacher to the student.

According to Brown (2000:7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching can not be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It means that teaching and learning vocabulary should have connection to each other.

Teaching vocabulary is clearly more than just presenting new words. The purpose of teaching vocabulary is to help the students bring meaning and take the meaning from word signs, signals, and symbols. Teaching vocabulary is not only teaching the students to memorize the words, but also to analyze them and implicate the words in writing. One of the problems in teaching vocabulary is how to select what words to teach.

According to Harmer (1991:154), a general principle of vocabulary selection has been that of frequency. It can decide which words the teacher should teach on the basis of how frequently they are used by speakers of the language. Another principle is coverage, that a word is more useful if it covers more things than if it only has one very specific meaning.

Visual Aid plays an important role in teaching and learning process. They can often help the students to understand meaning of word or something. According to Rose (2002), visual aid is an object or representation used to clarify or enhance understanding of a concept or process (<http://devia86.blogspot.com/2009/08/kinds-of-instructional-media-for.html>).

Brown (1989:172) states that visual aids are any material which is employed as a vehicle to support the presentation of simulation which makes up the events of instruction. By using visual aid as a tool the students can hear, see, assume, and describe something directly that is presented by the teacher. Visual aids also add interest to a discussion. Visual aids can take many forms and be presented in many formats. Visual aids usually use in different settings, from classrooms to board rooms, and anywhere that information is relayed to audiences on a regular basis. Visual aids also help to keep an audience engaged during the presentation.

From the definition above, it can be concluded that Visual aids are substances to implant the ideas used by the teacher during a teaching learning process.

Food packages are the part of visual aid. The word *food* refers to something that can be eaten by people. The *package* refers to the number of thing wrapped. According to Harris (1999), food package is a wrap, pouch, bag, box, cup, tray, can, tube, bottle and jar are some of the many forms of packaging that contain food products. (<http://www.polymerambassadors.org/foods06.pdf>). It must contain a food product as well as protect and preserve it for a specific length of time.

According to Harris (1999), food packages are very useful for children to train and memorize automatically and easily. (<http://www.polymerambassadors.org/foods06.pdf>). The researcher uses *Food Packages* as the media in teaching vocabulary. By using *Food*

Packages, children will feel easier to memorize new vocabulary. The learner can't always successfully learn English just by listening the explanation from the teacher.

Food Packages can give a great help to the teacher in the class. In vocabulary class, the learners are encouraged to give their opinion which are presented by the teacher, so they can more active and not only passive for the teaching and learning process.

According to Scott and Ytreberg (1990:3), children of ten are relatively mature children with an adult side and childish side. According to Scott and Ytreberg (1990:40) the characteristics of children are as follows:

1. Their basic concepts are formed.
2. They can tell the difference between fact and fiction.
3. They ask question all the time.
4. They are able to make some decisions about their own learning.
5. They are able to work with others and learn from other.

From the characteristics of young learner above, teaching English to the elementary students are easier if the teacher uses some interesting ways to teach the students.

B. Research Method

Type of Research: In this study the writer conducts descriptive qualitative research which describes the implementation of teaching English vocabulary for young learners, especially fourth year students of SD Negeri Cemani 3 Sukoharjo in 2012/2013 academic year by using food package media. According to Arikunto (1996:29), the descriptive research is the research to clarify or explain phenomenon.

The subjects of this study are the students and the English teacher of SD Negeri Cemani 3 Sukoharjo in 2012/2013 academic year. **The object** of this study is the implementation of teaching vocabulary by using food package to elementary students. **The data** of this study are information about procedure of teaching vocabulary using food packages and the score of the students vocabulary who are taught using food packages, while the **data sources** are:

a. Event

Event is the teaching learning process of English using food packages in SD Negeri Cemani 3 Sukoharjo.

b. Informants

Informants who support this reserach are the English teacher and the fourth year students of SD Negeri Cemani 3 Sukoharjo.

c. Document

Document are the result of the students test, lesson plan, and syllabus.

The method of collecting data are observation, interview, and documentation. The explanation are as follows:

1. Observation

Observation is a method or a way to analyze and conduct a systematic recording of behavior by seeing or observing individuals or group directly.

2. Interview

Interview is one of the techniques of collecting data by having conversation with the interviewer and respondent to get certain information from respondent. The researcher prepares some questions for interview that will be answered by the respondent. She interviews some students about English teaching learning process and the difficulties they face in learning English.

3. Documentation

According to Sarwono (2006:225), documentation is the way to help the researcher in collecting the data by using the information by reading the paper, letters, files, pictures, etc. The researcher gathers the information as well as the data needed by document the classroom teaching process. The documents are the students test, lesson plan, and syllabus.

There are some **technique for analyzing data**, they are:

1. Describing the procedures of the implementation of teaching English vocabulary by using *food packages*.
2. Describing the achievement of the student's in learning English before and after research.
3. Describing the result of the implementation of teaching English vocabulary by using *food packages*.
4. Comparing the student's score from the vocabulary test before carrying out pre-test and post-test.

C. Result and Discussion

1. Result

The result of the implementation of teaching vocabulary using food packages also can be seen from pre-test and post-test score result. The lowest score in pre-test is 5,5 and the highest score in pre-test is 9,0, and its average score is 7,66. While, the lowest score in post-test is 7,0, and the highest score in post-test is 10,0, and its average score is 8,63.

There were increasing, static, and decreasing results. In increasing result, there were 24 students (84,22%) who increase their achievement in their vocabulary test. In static result, there were 3 (7,89%), it means that the students have same achievement in vocabulary before and after the action. In decreasing result, there were 3 students (7,89%) who have decreased their vocabulary achievement.

The result of the pre-test and post-test shows the significant difference. Taken from the explanation above, the use of food package is the appropriate technique in increasing students' vocabulary activity.

2. Discussion

In this session, the researcher is going to describe the advantages and the advantages of teaching vocabulary by using *Food Package* to the fourth year student at SD Negeri Cemani 3 Sukoharjo in 2012/2013 academic year.

a. The advantages of Using Food Packages

There are some advantages of using *Food Packages* that can be found in vocabulary class, they are as follows:

- a. The students have a high interest in joining the teaching learning process.
- b. The students are motivated to be active and involved in activity in the classroom.

- c. The students are trained to think fast or automatically.
- d. It is easy to understand, memorize, remember, and it can avoid misunderstanding of words, because the students see the object drawn directly.

b. The Disadvantages of Using Food Packages

The use of *Food Package* also have disadvantages, they are as follows:

- a. The teacher must have a will to spend her spare time at home to buy and prepare suitable materials. For example, the teachers should cut the *Food Package* in interesting forms.
- b. It needs more energy to teach vocabulary because the teacher not only pronounce the words but the teacher should demonstrate the *Food Package* to the students.

D. Conclusion

There are some conclusions from this study, they are as follows:

- 1. Food package can increase the students's vocabulary mastery. In the process of implementation, the students tend to be active, enjoy, and have motivated in learning English. They also can enrich and memorize the new vocabulary well.
- 2. Before the implementation, the students did not have adequate of vocabulary. While after the implementation, they have adequate of vocabulary. It can be seen from the different scores of pre-test and post-test. The post-test score is higher than the pre-test score.
- 3. The result of this research shows that in pre-test, the highest point is 9,0, the lowest score is 5,5, and its average score is 7,66. While in post-test, the highest score is 10,0, the lowest score is 7,0, and its average score is 8,63. It proves that teaching English vocabulary gets better result.

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