

**THE IMPACT OF TEACHING VOCABULARY USING SITUATIONAL
LANGUAGE TEACHING TO THE FOURTH YEAR
STUDENTS OF SDN SURODADI BOYOLALI
IN 2007 / 2008 ACADEMIC YEAR :
AN EXPERIMENTAL RESEARCH**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is medium for communication among human being. Language can serve the human needs in their communication in any situational. We can express almost everything such as thought, action, political controversies, ideas emotion, etc. (Srijono, 2001:09).

There are many languages in the world, one them is English. In Indonesia, English as the first foreign language has an important role for Indonesian. It is an international language and one way to mastering it very well is by understanding and practicing it. Hence, learning English is needed because by knowing English well it will be easier for us to understand some information in English which have a great role now days. In the development of our country, our government has decided that English must be thought in elementary school. Hopefully by getting the English course early, they can more easily to express their own idea both in oral and written form. To do that, they need acquire vocabulary effectively, they must have adequate vocabulary.

Presenting vocabulary items in teaching learning process is not easy as some teachers might suppose. There are many difficulties to teach vocabulary especially in elementary school, namely the students usually find it difficult to memorize the words, the time to teach vocabulary is limited because several skills must be learned in English, namely listening, speaking, writing and

reading skill, the students' attention is limited to the first few minutes. In addition, the teachers must be sure not only that students recognize the words, but that they can attach the right meaning to the word as well. The teacher must see the words are well explained before the students begin reading them. The last, teacher should emphasize relationship and be sure that the students become familiar with the words both orally and visually (Brown,1994:23).

In Indonesia, there are some English teachers who still use traditional method to teach vocabulary. Traditional method is an approach which offer an insight of grammatical rules when the process of translating from the second to the native language is done. This approach is popular because students could demonstrate that they understand the grammatical construction underlying a specific sentence by it. The typical of this approach emphasizes on the rote memory learning of long lists of bilingual "vocabulary equations", and on the learning of explicit rules of grammar, frequently in form of tables for the declension and conjugation of nouns and verb. Teacher just helps the students to translate the written text in mother tongue or give the students long list of words with their equivalence in the students native language and ask them to memorize it. Students who are able to translate the words correctly are blamed on being either not intelligent or lazy or both. This approach is still implemented because many people believe that learning a foreign language means learning to translate sentences from the mother tongue into the target language (Fauziati, 2004:3). It seems that putting across the meaning in the whole of teaching vocabulary and such make the learners get bored. Many

different techniques have been created to teach words effectively, one of them is Situational Language Teaching (SLT).

The activities in SLT are guided repetition and substitution activities such as chorus repetition, dictation, drills, and controlled oral based reading and writing tasks. In this technique, pair practice and group work sometimes used. There are some aids used to make the learners more easily catch the new vocabulary such as concrete object, picture and realia. We can also combine them with actions and gesture to show the meaning of new words (Fauziati, 2001 : 42). It gives a way to make teaching vocabulary for children easily and effective teaching vocabulary for children. As we know children learn easily through hands or experience and through manipulation of object in the environment, means that children understand and retain the meaning better when they have seen some objects associated with it (Fauziati, 2004:172).

Based on the phenomenon above, the writer wants to analyze **the Impact of Teaching Vocabulary using SLT Method to the Fourth Year Students of SDN Surodadi Boyolali.**

B. Previous Study

There has been other researcher who has studied teaching vocabulary. In her study, entitled “Comparative Study on Teaching Vocabulary using Traditional Method and TPR in SDN Brangkal I Gemolong in 2003/2004 Academic Year”, Hapsari Ratna Wulandari described about the comparative result among teaching vocabulary using traditional method and TPR. The

result of the research was the Total Physical Response made the students vocabulary mastery higher than the student who were thought using traditional method.

This research is different from previous research. In this research, the researcher uses Situational Language Teaching as the second method which is applied in teaching vocabulary at SDN Surodadi Boyolali.

C. Problem of the Study

Based on the background of the study, the research problem is formulated as the following:

“Is SLT method more effective than traditional method in teaching vocabulary to the fourth year student of SDN Surodadi Boyolali in 2007 / 2008 academic year?”

D. Objective of the Study

In line with the problem formulation mentioned above, the objective of this study is to know whether SLT method is more effective than traditional method in teaching of English vocabulary to the fourth year student of SDN Surodadi Boyolali.

E. Limitation of the Study

In conducting this study, the writer makes a limitation. The writer only focuses, on the effectiveness of teaching vocabulary to the fourth year students of SDN Surodadi Boyolali using Traditional Method and SLT.

F. Benefit of the Study

The writer hopes that this research, will have some benefit in the study of English, especially in vocabulary mastery. There are two kinds of benefits in this research. There are :

1. Theoretical benefit

The study will contribute to theory of teaching English by showing the effectiveness and description of the model of teaching vocabulary

2. Practical benefit

It is expected that this study

- a. Help the students in learning vocabulary
- b. Help the teacher in solving their problem or the difficulties in vocabulary class
- c. The result of the study will give information to the readers about the effectiveness of teaching vocabulary using SLT and Traditional method

G. Research Paper Organization

Research paper organization given to that the readers could easily understand the context of the research. In this case, the writer will organize her research paper into five chapters.

Chapter I is introduction which covers the background of the study, previous study, problem statement, objective of the study, limitation of the study, benefit of the study, hypothesis and research paper organization.

Chapter II, is underlying theory, it consist of the notion of vocabulary, teaching vocabulary, vocabulary test and the characteristics of young learners.

Chapter III is research method. It consists of type of the research, object of the study, subject of the study, method of colleting data, validity of the instrument, reliability of instrument. technique for analyzing data and research procedure.

Chapter IV is research finding and discussion. It consist of research finding in teaching at SD N Surodadi Boyolali and discussion.

Chapter V is conclusion and suggestion. It consist of the conclusion of the research and then it proposes some suggestions.