IMPROVING VOCABULARY MASTERY USING WORDS TREE FOR

THE FOURTH YEAR STUDENT OF SDN 3 GLAGAH, JATINOM,

KLATEN: AN ACTION RESEARCH

RESEARCH PAPER

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ENDAH SUSILOWATI
A 320 040 274

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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CHAPTER I

INTRODUCTION

A. Background

Communication is great of importance to human's life. Human need to communicate with others to move the society. People who keep the communication with others will have stronger relation than people who isolate themselves from the community and do not make communication with others. Human communicate with others using language. Language is one of the systems of human communication which is different from other system of communication such as sign language, body language, and animal language (Srijono, 2002: 1).

God creates a lot of languages in this world for being used for human, one of them is English. English is often considered as an international language. It is used as a national language, legal language, second language and also foreign language. As a foreign language English is taught in country like Indonesia starting from junior high school until university. Today government gives facility to local education to give English as a foreign language to the students of elementary school as a local content.

English in elementary school is focused on the two elements, namely: pronunciation and vocabulary. Pronunciation deals with the way

how the words are saying, while vocabulary is the core of language about the words and its meaning (Fauziati, 2002: 155) In line with this statement, Read (2001:1) states that vocabulary can be seen as a priority area in language teaching, requiring test to monitor the learners' progress in vocabulary learning. In the point, vocabulary is important in teaching - learning English, especially children.

Presenting vocabulary especially for the kids is not easy. The teachers need more creativity in presenting it. Teaching vocabulary is different from teaching grammar; vocabulary is largely a collection of items, while grammar is a system of rules in language. Communicative approach set the major of the role of vocabulary teaching in 1970s. According to Thornbury (2002: 14) Vocabulary acquisition is the largest and the most important task facing the language learner. In vocabulary acquisition, children require not only labeling-that is mapping words on to concept- but also categorizing skills. They also needs to realize the network building (a constructing a complex web or words, so that items like *black and white, or finger and toes, or family and brother* are interconnected (Thornbury, 2002:14). Because of those complexities of vocabulary acquisition, children or students may face various problems in learning vocabulary and so do the teachers.

Various problems can appear because in fact, learning is remembering as learning vocabulary. Learning vocabulary is collecting the individual items so the students need to have good memorization to master

vocabulary. Those various problems also occur when teachers teach vocabulary towards the kids or young learners, for instance: students face difficulties in memorizing new vocabulary, and difficulty to write those words in correct spelling. Those problems are found in the students at fourth grade of SDN 3 Glagah.

Regularly, teachers still use translation or direct translation in most of the lesson and get the students to memorize the listing of the words. Often, if the translation used in teaching vocabulary to children, the children will easily get bore. So, the teachers can pertain other techniques in presenting vocabulary to kids. Pictures, song, outside activities, realia and words tree can be the new techniques in teaching vocabulary for children. While, deals with the problems found in SDN 3 Glagah, the researcher does reflection and tries to apply one of the techniques that is words tree.

Words tree is a technique that is still considered as new technique in teaching vocabulary. Words tree will help the students in SDN 3 Glagah memorize the new words based on associate network, in other words, besides memorizing the words, the students can also classify the words in their categories, for example: animal will be broken down into *monkeys, tigers, lions, cows, fish, etc.* Other advantage in using words tree is students are able to exercise their spelling in writing the words.

Based on the problem and the reasons above the researcher is interested in conducting an action research to improve the students'

vocabulary mastery using words tree to the fourth grade of SDN 3 Glagah, Jatinom, Klaten.

B. **Previous Study**

In this research, the researcher summarizes some researches which are relevant to this research to show the originality and to avoid plagiarism. The first is from Ema Suryani (2007) entitled ”Increasing students’ Vocabulary using outdoor activities in KB & TK AZ- ZAHRA Pajang Laweyan Surakarta in 2006/ 2007 academic year. She finds that outdoor activities are effective to increase students’ vocabulary mastery and outdoor activities are appropriate to the object of research.

The second is from Eka Sugiyanti (2007) “Developing Students’ Vocabulary by Using Games, Song, and Picture (An Action Research in TK Aisiyah Kadipiro, Surakarta). She states that pictures, games and songs can motivate the students to involve actively in learning vocabulary in the classroom and develop the students’ vocabulary better from low categories to medium categories.

The third research is Arifah Rahmawati (2006) “ Teaching Vocabulary Using Story- Telling and Pictures Technique to the Sixth Year Students Of SDN Puhgogor 2 Sukoharjo in The School Year 2005/ 2006. Her research shows that students’ vocabulary mastery by using story telling and picture technique is proved.

Different from those researches, this research takes words tree in improving vocabulary mastery, that is words tree technique. This research is as reference to a study of "Improving Vocabulary Mastery for The Fourth Year Student of SDN 3 Glagah, Jatinom, Klaten"

C. Problem Statement

The problems in the research which the researcher is going to inspect are:

1. How is the implementation of words tree technique in teaching vocabulary to the fourth grade of SDN 3 Glagah?

2. Does the technique improve the students' vocabulary mastery?

3. How does the students' response to teaching vocabulary using words tree?

D. Limitation of The Study

Language learning problems always appears and it must be pursued by the resolution, but sometimes the resolution is not complete yet. From that fact and to make the research practicable, the researcher limits the research as follows:

1. The subject is limited to the fourth grade of SDN 3 Glagah at 2007 / 2008 academic year.

2. The object of the study is limited to the use of words tree by the researcher as teacher in teaching learning process

3. The result of the research is the use of words tree in improving students' vocabulary mastery.

E.   Objective of The Study

A research must have objective or the purpose. Based on the problems, the research has aim to:

1.   Describe the implementation of teaching vocabulary using words tree.

2.   Improve the students' vocabulary mastery using words tree.

3.   Know the Students' response to teaching vocabulary using words tree.

F.   Benefit of The Study

The research is better to have benefit both theoretical and practical benefit, in this research the researcher hope the research has some benefits, those are:

1. Theoretical benefit

    a. The finding of the research can be used to enrich the knowledge of teaching learning English, especially in teaching vocabulary and vocabulary mastery.

    b. The research finding can be used for the next research as a reference.

2. Practical benefit

    a. The finding of the research offers the new technique to the teachers in teaching vocabulary for elementary students.

b. For students, the result of research can help them in learning and mastering the vocabulary.

G. Research Paper Organization

To make the research easier to be understood for the readers, the researcher arranges the report of the research into five chapters, which have correlation each other, those are:

Chapter I is Introduction, this chapter includes background of the study, previous study, Problem statement, Limitation of the study, Benefit of the Study, Research Paper Organization.

Chapter II is Underlying Theory, this chapter elaborates: The Notion of Vocabulary, The characteristics of young learner, Teaching Vocabulary, The concept of words tree

Chapter III is Research Methods, this chapter consists of: Type of the research, Subject of the study, Object of the study, Data and Data source, Methods of collecting data, technique of analyzing of the data.

Chapter IV is Data Analysis; this chapter consists of: research finding and discussion

Chapter V is Conclusion and Suggestion, this chapter includes conclusion of the research and suggestion from the researcher.