

**IMPROVING STUDENT'S VOCABULARY MASTERY
USING DIRECT METHOD TO THE FIFTH YEAR
OF SD N 1 SUMBER SIMO BOYOLALI**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

AULIA PURNAMAWATI
A 320 040 376

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2008**

CHAPTER I

INTRODUCTION

A. Background of the Study

English is very important to learn by many people. It plays an important role in every aspect of human life such as communication, education, science and technology. We also know that it is also needed in scientific fields such as science and technology. Because of this reason we must know the English language well to have better language, because someday it could be the significant requirement in order to be successful in the process of transferring science and technology. But, nowadays in our country English is taught from the basic level. It is from Kindergarten or elementary school.

Krasnegor (1979: 5) in Badib (1991: 351) states that infants can distinguish many phonetic contrast of a speech at a very young age. It means that the earlier one starts to learn English, the better the result he or she will achieve. Elementary school students are children. The process of teaching children or young learner different from the process of teaching adults, especially in teaching vocabulary. Clark and Clark (1977: 322) in Fauziati (2002: 171) state that the language used talk to young children is about “here and now”. Adults talk about the object for children interest in: they name them, describe their properties, and talk about relation between object. To make sure young children understand what adult’s say, adults alter the way they say what say to children. They do this with three ways: they slow down,

they use short simple sentences, and they repeat them frequently. These ways to talking to children should be seriously considered in teaching English to young learner.

Teaching English in Elementary school is less focused on grammar instead of vocabulary. As Mujiono (1993: 83) states that;

‘Vocabulary in English as s foreign language is taught at school for the purpose of providing the students language skills. They are listening, reading, speaking, and writing. Some general statements say that the techniques of teaching reading comprehension and others (listening, speaking, writing) are focused on vocabulary’

Based on the information that the researcher got from the informan said that there are two difficulties in teaching English at SD N I Sumber Simo. First, the students has difficulty in memorizing the vocabulary. For example, when the teacher asked the students to read the text, the students stopped it because they are shy and do not know how to read the word correctly. Second, the students were just silent or answered the teacher’s questions by using mother tongue instated of using target language when the were the answer to question because the students and the teacher seldom use English in teaching-learning process.

Elementary school teacher need appropriate methods to teach English vocabulary in elementary school in order that the students can not feel bored. One of the techniques is direct method (DM). It gives a way to make teaching vocabulary for children easy and effective. By using direct method the students at SD N I Sumber Simo are usual with the target language because

the teacher always introduces new target language words or phrase to the students. Besides the student also can study the spelling correctly so the students can read the word correctly.

Direct Method is also called the 'reform method'. It is based on inductive rather than deductive learning emphasizing the teaching oral skills directly by means of communication Stern (1983: 32). Palemberg (1986: 41) states that students taught using Direct Method need to associate the meaning spelling and target language directly to do this. The teacher uses the real things, realia, picture, etc to introduce new target language words or phrases. The teacher never translates them into the 'students' native language (Richard and Rogers, 1993: 5). Based on this theory the writer is interested in applying Direct Method to teach vocabulary and the students spelling ability.

By using Direct Method the teacher hopes that the students can use the target language regularly because the teacher always introduces new target language words or phrase to the students, besides that student also can study in spelling correctly.

Based on the explanation above the writer would like to conduct an action research on teaching vocabulary using Direct method at SD Negeri 1 Sumber, Simo, Boyolali.

B. Problem of the Study

Based on the research background, the writer formulates the problems of the research as follows.

1. How is the implementation of teaching English Vocabulary using Direct methods at SDN I Sumber Simo Boyolali?
2. Does Direct Method improve the students' vocabulary?

C. Limitation of the Study

There are many problems in language teaching learning and the problems can never be overcome completely, although many attempts have been done to solve them. The writer is aware that it is impossible for her to cope with all of the problems of English teaching learning because of her limited capability and knowledge.

Based on the statement above, the writer would like to limit the study as follows:

1. The study of students in learning English vocabulary to the fifth year of SDN I Sumber Simo Boyolali
2. The study is focused on spelling and pronunciation in teaching vocabulary

D. Objective of the Study

The objectives of the study are:

1. to describe the teaching learning process in the classroom, especially the implementation of teaching English Vocabulary Using Direct Method
2. to improve the student vocabulary mastery.

E. Benefit of the Study

The study has two major benefits as follows:

1. Theoretically

The finding of this research will enrich the theory of teaching Vocabulary Using Direct Method

2. Practical

- a. Teaching Vocabulary using Direct Methods is expected to able to motivate the students to be interested in learning English Vocabulary.
- b. It can help the teacher to facilitate the students' learning vocabulary.

F. Research Paper Organization

The writer organizes this research paper by dividing it into five chapters. Each of them is concerned with different issues but it is related to each other.

Chapter I presents background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, research paper organization.

Chapter II presents review of related literature. It covers review of previous study, general concept of vocabulary, principles of teaching vocabulary, the characteristic of young learner, general concept of direct method, action hypothesis.

Chapter III discusses research method. This covers type of type of research, data and the data source, subject of the study, object of the study, method of collecting data, technique for analyzing data.

Chapter IV is the result of the study. In this chapter, the writer presents discussion and findings which consist of the data analysis, the result of teaching vocabulary using direct method

Chapter V deals with conclusion and suggestion.