

**IMPROVING STUDENT'S VOCABULARY MASTERY BY  
USING DIRECT METHOD (DM) AT THE FOURTH YEAR  
STUDENTS OF SDN 02 JATEN JUWIRING KLATEN  
IN 2007/2008 ACADEMIC YEAR  
(A CLASSROOM ACTION RESEARCH)**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### A. Background

Nowadays, In Indonesia, English is used not only as means of human communication but also as a subject at schools. It is taught from elementary school up to university level.

In elementary school, teaching English is different from teaching English in higher level. In other words, teaching children is different from teaching adult. In teaching children some considerations should be taken into account related to their characteristics. Allen (1983:33) states that the teaching English to beginners need the techniques and approach, which is related to their world. By using knowledge of their characteristics in learning, teacher can provide techniques and media as strategies and approaches applied in the classroom. Teaching English for children, the teacher have to be able to find interesting material and she has to know all kinds of methods in order to be able to use them when situation is demanded. Naturally, children of elementary school are very active and mobile; they enjoy and have fun. The children differ greatly from adult, so teaching children use more teaching aids such as flash card, picture, song, puzzle, and game and various object and realia.

Concerning with the vocabularies, vocabulary mastery is the basic way in learning a foreign language, especially English language, and improving the mastery on its vocabularies will lead someone or students in mastering the English language well. So the students could able to use in the communication process, either oral or

written. That is why, there must a good tutor or teacher that are able to bridge the students in mastering the language. Besides the implementation deals with the better technique of teaching also needed in order to facility the student, so the student will get easily in the process of learning English.

Due to the teaching foreign language methods, one of these is direct method. As well as a teaching method, direct method provides some advantages in helping the student learn a foreign language, especially for the elementary student in improving the English vocabulary. Because this method focuses the student on how to learn a foreign language by directly uses the foreign language in taking the classroom activity. It means that using explanation in the native speaker is not permitted.

From the explanation above the writer is interested to study on improving vocabulary mastery by the elementary students using direct method.

## **B. Problem Statement**

- a. How is the implementation of Direct Method of improving vocabulary mastery in SDN 02 Jaten Juwiring Klaten?
- b. How is the effectiveness of Direct Method of improving vocabulary mastery in SDN 02 Jaten Juwiring Klaten?

- c. What are the difficulties faced by the students and the teacher of SDN 02 Jaten Juwiring Klaten?

### **C. Objective of the Study**

- a. To describe the implementation of Direct Method In improving vocabulary mastery of the fourth years of SDN 2 Jaten, Juwiring, Klaten.
- b. To clarify the effectiveness of Direct Method in improving vocabulary mastery of the fourth years of SDN 2 Jaten, Juwiring, Klaten.
- c. To describe the difficulties of applying Direct Method by the students and the teacher in improving vocabulary mastery.

### **D. Limitation of the Study**

In this study the writer focuses with the problems (1) the result of teaching English vocabulary using direct method, (2) the significant difference in vocabulary mastery before and after the students are treated by using direct method. And then, (3) the difficulties faced by the teacher and the student in applying the direct method.

### **E. Benefit of the Study**

- a. Theoretical advantages

The finding of this research will enrich the theory of teaching English in vocabulary to the elementary students.

b. Practically advantages

The writer hopes that the result of the experiment will be useful for teachers and readers who analyze English vocabulary mastery which especially uses direct method.

## **F. Research Paper Organization**

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

Chapter II is the underlying theories. The writer describes the underlying theory. It is the basic theory that is closely related to the topic.

Chapter III concerns with research method. It consists of the place and time of the research, the subject of the research, method of research, data and source data, method of collecting data, and the technique of analyzing data.

Chapter IV is the result of the study. It consists of the description of the data, hypothesis testing, and the discussion of the result.

Chapter V is conclusion, implication and suggestion.