

**A DESCRIPTIVE STUDY ON TEACHING VOCABULARY TO
FIFTH GRADE OF *SDN 1 PUGERAN, KARANGDOWO,
PEDAN, KLATEN* IN 2012/ 2013 ACADEMIC YEAR**



PUBLICATION ARTICLES

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
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by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
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APPROVAL

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ACCEPTANCE

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ABSTRACT

This research aims at describing the teaching-learning process of vocabulary at the fifth grade of SDN 1 Pugeran, Karangdowo in 2012/2013 academic year, the problems faced by the teacher and the students, and the problems solved by the teacher. This research is a descriptive qualitative research. The researcher collected the data by observing the teaching learning-process of vocabulary and conducting an interview. The data are, field note and interview script. The method of collecting data are observation, interview, and document. And the techniques for analyzing data include data reduction, data display, and conclusion and verification. The result of the research shows that the first, the materials are taken from text book, namely Kreatif Berbahas Inggris and LKS Practice Bahasa Inggris. The second, the media for teaching vocabulary are picture and real thing around the students. The third, the techniques for teaching vocabulary are drilling, repetition, memorization, discussion, and filling the blank. The fourth, the problems faced by the teacher and the students are; a. the size of the class, b. student's motivation, c. preparation, d. classroom management. And the last, the problem solving used by the teacher are should prepare interesting materials, has to be more creative and innovative, make the sequence of the material, and give some tasks to the students.

Key words: *teaching vocabulary, technique, problem faced, and problem solving*

A. INTRODUCTION

English is one of the most important foreign languages which should be learned and mastered by everyone. English is an important factor in our education, but in learning English it is still considered a great problem. There are many problems in learning English, one of them is how to create interesting condition in the class while studying English, especially in learning vocabulary. Vocabulary is an important element in a language, besides pronunciation and grammatical rules. We cannot say or write anything in English without knowing English vocabulary. Knowing vocabulary will help the students learn the other parts; structure, reading, dialogue and writing.

Krashen in Fauziati (2010:61) states that it is undeniable that most learners' vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking, and writing exercise. Haycraft (1999:44-51) also said that vocabulary is to some extent conditioned by the book you using, but you may choose to bring in others of vocabulary. A distinction need to be made between active vocabulary and passive vocabulary.

In teaching English, vocabulary should be learned by all of the students especially elementary school students, even in kindergarten students. However, teaching vocabulary to children is not easy. It's because children have different characteristics from the adult learners and need certain treatment. In teaching-learning process, a teacher must be able to know the student's interest and motivation. Philips (1995) in Suyanto (2008:47) states that both vocabulary and grammar need to be taught in context and the children should give plenty of opportunities to use the language that they have learned in class. Teaching vocabulary and grammar in English is better when the context in learning process has relevancy with the children world, in order to easy to practice or communicate.

To master vocabulary the students should have ability in understanding and using vocabulary. Vocabulary mastery itself deals with words and meaning. The students are not only expected to select the words but also they are expected to be able to use the words for communicating and expressing the idea both in oral and written forms.

English becomes the new subject in elementary school. Most of the English teachers usually focus in developing student's vocabulary mastery in the teaching learning process. The students in elementary school still have limited vocabulary because they get difficulties to memorize the meaning. In a class, most of the students are passive because they do not have many vocabularies. Usually the teacher giving explanation and then asks the students to answer the question. So, when the teaching learning process, they do not pay attention and feel boring at the vocabulary subject.

Methods in teaching vocabulary have the most important role. However, students sometimes get some difficulties in using vocabulary. Their difficulties in using vocabulary which have been studied can be caused some reason. One of the reasons could be in the method which is used by the teacher in presenting the lesson. That's why the appropriate method in delivering the lesson should be considered.

B. RESEARCH METHOD

In this research, the wrier uses a descriptive research. Moleong (2005) in Herdiansyah (2010:8) defines that qualitative research is a type of research which he purpose is to understand the phenomenon about what happened by subject of research, such as behavior, perception, motivation, act, etc. The subject of this study limits to the teacher and the students at the fifth grade of *SDN 1 Pugeran, Karangdowo, Pedan, Klaten* in 2012/2013 academic year. The object of the study focuses on the teaching technique on teaching vocabulary to the fifth grade students in *SDN 1 Pugeran, Karangdowo, Pedan, Klaten*. In this research, the data and data

source are taken from the classroom activities, classroom observation, teaching learning process and interview to the teacher. The data of the research are field note and interview script. In analyzing the data after collecting data, the writer uses three techniques namely, data reduction, data display, and conclusion and verification.

C. RESEARCH FINDING AND DISCUSSION

Based on the research finding, the writer presents the discussion that consist of,

1. The Process of Teaching Vocabulary to the Fifth Grade Students of SDN I Pugeran, Karangdowo, Pedan, Klaten
 - a. The Material of Teaching Vocabulary

In teaching learning-process, the material has an important role, because the teacher can not teach the students without the material. The material should be appropriate with the syllabus. It should be able to develop the student's competence and knowledge. Besides that, the material should help the students to understand the lesson in teaching learning-process.

- b. The Media of Teaching Vocabulary

In teaching learning-process, the teacher not only used the specific materials, but also used the media to support the teaching learning-process. The media made the students interest to study and do not feel bored. The teacher used a white board, picture, or the real thing around the students as the media. The teacher used the real thing around the students in order to make the student understands the meaning of vocabularies and memorized easily. By the real thing condition, it can create imagination of the students and easier to understand because they ever saw and recognized the thing around them. Besides of the real thing, pictures also help the students to know the vocabulary. The teacher used various media to make the students easy to understand and fun to study vocabulary.

c. The Technique of Teaching Vocabulary

Technique is the implementation related with the classroom activity. Based on the observation and interview, the teacher used some techniques in teaching learning-process. The fifth grade students are the young learners and has different characters so the teacher used appropriate techniques to teach them. It makes the students interesting and enthusiastic in teaching learning-process. The teacher used some variations of techniques in teaching vocabulary, such as drilling, repetition, memorization, discussion, and arranges the letters.

The teacher used appropriate techniques for the material in teaching vocabulary. The techniques used by the teacher in teaching vocabulary are drilling, repetition, memorization, discussion technique and fill in the blank.

d. The Procedures of Teaching Vocabulary

The classroom activities of teaching English in *SDN 1 Pugeran, Karangdowo, Pedan, Klaten* were done three times in observation. They are October 1st, 8th, and 19th 2012. The English schedule in this school is 2x35 minutes per week. Here, the teacher should manage the time effectively to achieve the goal of teaching English.

e. The Evaluation of Teaching Vocabulary

The evaluation in teaching-learning process is very important. This aims is to know the student's competences through test and non test. Based on interview and observation, the evaluations of teaching vocabulary are oral test, and written test.

Based on the observation was conducted, the teacher used written test. The teacher writes in the blackboard, and then the teacher asked to the students to do the task in their own book. After that, the teacher and the students evaluated the task together. By doing evaluated together, the teacher knows the student's

competence. In oral test, the teacher can be evaluated from their pronunciation. In non-test evaluation, the teacher is also evaluated from the students' activity in the class, such as answering the question from the teacher or asking the teacher when they find some difficulties in the material.

2. The Problems Faced by the Teacher and the Students in Teaching Vocabulary

Based on the observation, the problems faced by the teacher are as follows:

a. The size of the Class

The size of the class in this school is too large for eight children. It has become a problem for the teacher when he delivered the materials, most of the students make a noise so the teacher's voice cannot be heard clearly. Besides that, the students can be moved from one chair to another and make a joke with their friends.

b. Student's Motivation

Sometimes, the students lack participation in the teaching learning process. This is due to the students having low motivation to study English and also the material which was delivered was not interesting and has monotonous techniques. They still consider that English is a difficult lesson. So that, the teacher should motivate and give various techniques to teach them. And also make the situation more fun and comfortable when the teaching learning process runs.

Based on the observation and teacher's statement, the different character of the students can disturb the teaching-learning process. Sometimes, the students lack participation because the material which was delivered by the teacher was not interesting and the techniques are monotonous.

c. Preparation

In the school, time schedule to study English is 2x35 minutes a week. Sometimes the teacher has limited time in delivering the materials until the students understand clearly. It is due to the teacher did not prepare the good time schedule to delivered the materials. So the teacher should prepare the materials will be delivered by adjust the time.

d. Classroom Management

Class management becomes a common problem in teaching learning process. The students in elementary school especially in the fifth grade can be classified as young learners. They easily get bored when the teacher explained the materials. Most of them did not pay attention to the teacher. They prefer make a joke with their friends and make a noisy in the class. So, it can disturb their friends.

3. The Problem Solving Applied by the Teacher

Based on the problems faced by the teacher, there are some ways used by the teacher to solve the problems.

- a. The first problem is the size of the class. To solve this problem, when the teacher delivered the materials, he should be used louder voice than usually, and should prepare interesting materials in order to the students more active in the learning activity.
- b. The second problem is student's motivation. To solve this problem the teacher has to be more creative and innovative when delivering the materials. The various techniques make the students interest and enthusiast in teaching learning process, because the lesson did not feel monotonous with the same techniques by using the teachers every week. Besides that the teacher gives story to motivate them in study English.
- c. The third problem faced by the teacher was preparation. To solve this problem, the teacher should prepare the materials will be

delivered by adjust the time and also make the sequence of the materials. The teacher also should make the lesson plan in order to get the best result or can achieve the goals of teaching learning process.

- d. The last problem faced by the teacher was classroom management. When the students make a noisy in teaching learning process, the teacher call the trouble maker and then give question or ask to them to do the task in front of the class. So, it will make the students afraid to make a noisy in the class.

D. CONCLUSION

After describing and analyzing the data, the writers draws conclusion based on result o the observation. They are as follows:

- a. The materials used by the teacher are worksheet or in Indonesian it is called *Lembar Kerja Siswa (LKS)* and handout. The most material used from *LKS*, it is completed with explanation, picture, example, and exercise. The teacher also added the material from the real thing and environment.
- b. The teacher combines various techniques in teaching vocabulary. The techniques are drilling, repetition, memorization, discussion, and fill in the blank. It makes the students interest and enthusiast and also easy to understand the lesson.
- c. The evaluations used by the teacher are test and non-test. Test evaluation is written and oral test, while for the non-test evaluation is the student's activity in the class during teaching learning-process.
- d. The problem faced by the teacher and the students in teaching vocabulary to the fifth grade students of *SDN 1 Pugeran, Karangdowo, Pedan, Klaten* are the size of the class, the student's motivation, preparation, and classrrom management.
- e. The problem solving used by the teacher to solve the size of the class the teacher should teach them with a louder voice and make the

learning activity more fun and interesting. To solve the second problem, the teacher has to be more creative when delivering the materials. The teacher also used various techniques to teach them in order to make the students interest and enthusiast in teaching learning process. To solve the third problem, the teacher should make a lesson plan in order to get best result in teaching learning process, and also to achieve the goal of teaching learning process. The teacher also make a materials preparation will be delivered by adjust the time. To solve classroom management, the teacher call the trouble maker and give a task in front of the class.

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