

**TEACHING ENGLISH VOCABULARY TO THE SEVENTH
GRADE STUDENTS OF SMP MUHAMMADIYAH 5
SURAKARTA**



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ABSTRACT

Muhamad Erfan Nugroho, A320110014. TEACHING ENGLISH VOCABULARY TO SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH 5 SURAKARTA. Research Paper. Muhammadiyah University of Surakarta. 2015. This research paper is intended to describe (1) the general objectives of teaching English and the goal of teaching vocabulary (2) the material of teaching vocabulary (3) the technique of teaching English vocabulary (4) procedures in teaching English vocabulary. This type of the research is descriptive qualitative research. The subject of this research is the English teacher and the seventh grade students of SMP Muhammadiyah 5 Surakarta. The data sources of this research are from informant (English teacher, students), document, and event. The techniques of collecting data were observation, interview and document analysis. The researcher uses Miles and Huberman's theory cited in Sugiono (2010:337) in analyzing the data. The researcher after collected the data, the researcher reducing the data, display the data and verifying the data. The findings of this research show that (1) The objective of teaching English is to develop the language skills and communicate written and orally dealing with the development of science and technology in the globalization era, and the objective of teaching vocabulary is to help the students to achieve vocabulary in the material according to the themes. (2) The material given to the students is in the form of text. The materials are taken from English book entitled "Practice Your English Competence" by Erlangga publisher. The teacher also searches another relevant material from internet. (3) The teacher uses "lecturing and observing" technique in teaching vocabulary. (4) The procedure of teaching vocabulary is discuss, show, explain, restate, refine and reflect.

Keyword: teaching vocabulary, objectives, material, technique, procedure

ABSTRAK

Muhamad Erfan Nugroho, A320110014. PENGAJARAN KOSAKATA BAHASA INGGRIS UNTUK SISWA KELAS 7 SMP MUHAMMADIYAH 5 SURAKARTA. Skripsi. Universitas Muhammadiyah Surakarta. 2015. Tujuan dari skripsi ini adalah untuk mendeskripsikan (1) tujuan pengajaran bahasa inggris dan tujuan pengajaran kosa

kata bahasa inggris (2) materi pengajaran kosakata bahasa inggris (3) tehnik dalam pengajaran kosakata bahasa inggris (4) prosedur dalam pengajaran kosakata bahasa inggris. Tipe Jenis penelitian ini adalah deskriptif kualitatif. Subyek penelitian ini adalah guru bahasa Inggris dan siswa kelas VII SMP Muhammadiyah 5 Surakarta. Sumber data penelitian ini adalah dari informan (guru bahasa Inggris, siswa), dokumen, dan kegiatan. Teknik pengumpulan data dengan observasi, wawancara dan analisis dokumen. Peneliti menggunakan teori dari Miles dan Huberman yang dikutip dalam Sugiono (2010: 337) dalam menganalisis data. Setelah mengumpulkan data, peneliti mengurangi data, menampilkan data dan verifikasi data. Temuan dalam penelitian ini menunjukkan bahwa (1) Tujuan mengajar bahasa Inggris yaitu untuk mengembangkan kemampuan bahasa dan berkomunikasi secara tertulis dan lisan yang berhubungan dengan perkembangan ilmu pengetahuan dan teknologi di era globalisasi. Tujuan pengajaran kosakata yaitu untuk membantu siswa untuk menguasai kosakata dalam materi sesuai dengan tema. (2) Materi yang diberikan kepada siswa dalam bentuk teks. Materi diambil dari buku bahasa Inggris berjudul " Practice Your English Competence " oleh penerbit Erlangga. Guru juga mencari materi lain yang relevan dari internet. (3) teknik Guru menggunakan "ceramah dan observasi" dalam pengajaran kosakata bahasa inggris. (4) prosedur pengajaran kosakata yaitu mendiskusikan, menampilkan, menjelaskan, menyatakan kembali, memperbaiki dan mengulang kembali.

Kata kunci: pengajaran kosakata, tujuan, materi, teknik, prosedur

A. INTRODUCTION

Basically, there are four skills required in English teaching learning program. They are reading skill, speaking skill, listening skill and writing skill. These four major are depending on the vocabulary mastery. Fauziati (2010: 61) states vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, ones cannot communicate effectively or his ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a foreign language. Vocabulary as one of the language elements is very important to be studied and mastered in order to develop student's language skill. Vocabulary became the foundation when we start to study English. Vocabulary is the first step to learn English, because without knowing a lot of vocabulary in English the learner will get difficulties in mastering English. Thus, vocabulary should be the first priority in English language teaching and learning.

In teaching and learning process, Vocabulary should be learned with all aspect of vocabulary or words. The aspects of vocabulary is not just the

word meaning, but it also related with how it is spelled, how it is pronounced, how it is inflected (i.e. how it changes if it is a verb, noun or adjective), other grammar information about it, and how it collocates or what other words are often used with it. The learners has an important job to memorize it. So the teacher should create an effective ways or technique to help the learner to memorizing vocabulary.

In the reality implementation of teaching and learning process, not all teacher give the all aspect vocabulary or words when they teach vocabulary. The learner also just learn a part of the aspect of vocabulary or words especially the meaning of the words. It will not give a complete understanding of vocabulary.

The implementation of teaching and learning vocabulary is quite different with the theory. Azwani (2010) in Saputro (2013) argues that even though students realize the importance of vocabulary when learning language, most students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a context or text and then ask the teacher to explain the meanings and usages. Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly. From this differentiation of the theory and implementation, it's the teacher job to correct the incorrect habit from the learner in learning vocabulary at the teaching and learning vocabulary process.

B. RESEARCH METHOD

In this research, the researcher uses the qualitative research. According to Denzin and Lincoln (2004:2) in Wahyuni (2012:2) Qualitative research is a multi-method in focus, involving an interpretative, naturalistic approach to its subject matter. Donyei in fauziati (1995) (2009:241) states that data collection procedures that result primarily in open ended, non-numerical data which is then analyzed primarily by non-statistical methods. The subject of this research is limited to the English teacher and seventh grade students of SMP Muhammadiyah 5 Surakarta. in 2014/2015 acedemic year. The object of this research is the English teaching and learning process especially vocabulary at the seventh grade students of SMP Muhammadiyah 5 Surakarta. The data of this research is all information of activities of the teacher and the students which research takes from field note of the observation. There are three sources of the data; there are teaching-learning process, interview and document. The research is using instruments of collecting data namely;

1. Observation

The researcher observes the teaching and learning English vocabulary process at the seventh grade students of SMP Muhammadiyah 5 Surakarta. The researcher wants to get the real procedure in teaching vocabulary process at the seventh grade students. The researcher focuses on the learning process.

2. Interview

The researcher collects the data by interviewing the teacher. The respondent is the teacher. The researcher prepares some questions for interviewing in order to get information related to the research problems. The result of the interview is to know the general objectives of teaching English and teaching vocabulary, the source of material in teaching vocabulary, the technique of teaching English vocabulary, and procedures in teaching English vocabulary.

3. Document

The documents are syllabus, lesson plan, teaching materials, and books that given by the English teacher.

The researcher analyzes the data using three steps of technique for analyzing data namely; data reduction, data display, and drawing conclusion or verification.

a. Reducing the data

The researcher describes the general objectives of teaching English and teaching vocabulary, the source of material in teaching vocabulary, the technique of teaching English vocabulary, and procedures in teaching English vocabulary. The researcher discusses the finding based on teaching learning process. Then, the researcher writes a summary from the points of data and classifies the data and reduce the data that not importance.

b. Display of the Data

In this step, the researcher discusses and displays the data in the description form that have correlation with categories. The finding data of the research consist of data from observation, interview, and document.

c. Verifying the data

In this step, the researcher drawing conclusion based on research.

C. RESEARCH FINDING AND DISCUSSION

a. Research Finding

1. Objective of teaching English vocabulary

The general objective of teaching English is to develop the language skills and to communicate written and orally dealing with the development of science and technology in the globalization era. The objective of teaching vocabulary is to help the students to achieve the vocabulary in the material according to the themes.

2. Material for Teaching Vocabulary

The material are mostly taken from the English book. The source book is entitled “Practice Your English Competence” by Erlangga publisher. This book is made based on the School Level-based Curriculum or in Indonesian it is called *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The book is suitable because SMP Muhammadiyah 5 Surakarta implemented School Level-based Curriculum or in Indonesian it is called *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The teacher also searches another relevant material from internet. It was conducted for completing the material that cannot be found in the book. The teacher feels that if taking the material only from the book is not enough. He wants to give more comprehension to the student so he finds some materials from the internet. The material can be a picture or some texts. Then, the material is presented in power point slide. The material given to the students is in the form of text. The students learn the vocabulary at the text word by word.

3. Technique for Teaching Vocabulary

The teacher use “lecturing and observing” technique in teaching vocabulary. By using this teaching technique, the teacher is giving instruction to the students to observe the vocabulary or the words existed in the material. The students observe the words and then suppose the meaning of the words. Lecturing in this teaching technique is giving clue or guideline about the words by the teacher to help the students to conclude the meaning of the words. The words is never translated directly by the teacher. The teacher always ask the students to write the words list with the meaning in their own book.

4. Teaching Procedure in Teaching Vocabulary

There are 3 steps of teaching and learning vocabulary process. They are opening activity, main activity, and closing activity. Opening activity is the beginning of teaching process, the function is to prepare the material and to make the student ready to begin the lesson. The activity

likes greeting, asking about their condition, taking attendance, ice breaking, discussing the homework, and reviewing the last material. The second step of teaching vocabulary is the main activity. It is the most important process of teaching and learning. The material is given at this stages. The last steps of teaching vocabulary is closing activity. It is the end of the teaching and learning process. The activities such as resuming or reviewing the material, giving the student a chance to ask about something they don't understand. Giving feedback, and giving homework.

The general teaching procedure is:

1) Opening activity

The teacher opened the lesson with greeting and asking the students about their condition, then he asked who was absent that day. After that he asked the students to prepare their own book and material book.

2) Main activity

The teacher asked the student about homework before explaining the material, then the students collected the homework given a weeks ago. After that the class went to the new material. The teacher started to introduce the material by presenting the material on the power point slide.

The teacher asked the students to observe the vocabulary in the material and then they begin to try to supposing the meaning of each word. After that the teacher asked the students about the meaning of the text word by word. If he found that the students could not to answer or give the wrong meaning the teacher gave a clue with a similar words or with a sentence until the students could answer the meaning of the words.

After knowing the meaning the teacher says the word one by one and the students are imitating what their teacher say. When each words have been understand, the teacher asked the students to write every words with the meaning at their own book. It is conducted to make the

learner have more chance to memorize the vocabulary in hope that they can call back the vocabulary that have been learnt another time. The teacher explained the parts of procedure as the last activity of the main activity.

3) Closing activity

Before closing the lesson, the teacher reviewed the material that have been studied. Then he gave information to the student the material they will learn in the next meeting. At last, he appreciated the student's attention and participation, and then closed the meeting by saying "Hamdallah" together.

b. Discussion of Finding

1. Objective of Teaching English vocabulary

Based on the researcher observation, the researcher knows that the objective of teaching English is to develop the language skills and to communicate written and orally dealing with the development of science and technology and the globalization era.

Based on the interview and observation, the objective of teaching vocabulary is to help the students to achieve vocabulary in the material according to the themes.

c. Material for Teaching Vocabulary

Based on the interview and observation the material are taken from English book entitle "Practice Your English Competence" by Erlangga publisher. The book is suitable for source material because the book was made based on the School Level-based Curriculum or in Indonesian it is called *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. and SMP Muhammadiyah 5 Surakarta is implemented School Level-based Curriculum or in Indonesian it is called *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The teacher also search another relevant material from internet. It was conducted for completing the material which is not included in the book.

d. Technique for Teaching Vocabulary

Based on the interview and observation the teacher use “lecturing and observing” technique in teaching vocabulary. Observing is giving instruction to the students to observe the vocabulary or the words that existed in the material. The students observe the words and then suppose the meaning of the words. Lecturing is giving clue or guideline about the words to help the students to conclude the meaning of the words.

According to the theory of teaching by Brown (2000: 7) “Teaching is showing or helping someone to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.” In relation to the technique of teaching used by the teacher to teach vocabulary, the teacher use “lecturing and observing” technique to teach vocabulary. In the implementation of “lecturing and observing” technique, the teacher covered the meaning of teaching vocabulary which is helping, giving instruction, guiding to the learner to study the meaning of vocabulary and provide with the knowledge causing the understanding of the learner about vocabulary.

The technique of teaching vocabulary “lecturing and observing” is still not complete yet. The teacher should combine this technique with other techniques to complete the lack of “lecturing and observing” technique.

e. Teaching procedure in Teaching Vocabulary

Based on the observation, the researcher found that there are 3 steps of teaching and learning vocabulary process. They are opening activity, main activity, and closing activity.

The sequence of teaching vocabulary by the teacher is discussing, showing, explaining, restating, refining and reflecting. According to the theory of the stage of teaching vocabulary by Manzano (2004) the right sequence procedure to teach vocabulary is

giving explanation first but the teacher implemented discuss activities first, then restate or ask students to restate the description but the teacher implemented show activities as the second activities, then show or give chance to the students to construct a picture, symbol, or graphic representation of the term but the teacher implemented explain activities as the third activities, after it discussion but the teacher implemented restate activities as the fourth activities, and the last is refine and reflect that just the same sequence that used by the teacher in the procedure in teaching vocabulary.

Based on the comparison of the procedure of teaching vocabulary and theory of teaching vocabulary by the English teacher at SMP Muhammadiyah 5 Surakarta, the researcher found out that it doesn't follow the true sequence procedure in teaching vocabulary.

Based on the comparison of the procedure of teaching vocabulary and theory procedure of teaching vocabulary by the English teacher at Smp Muhammadiyah 5 Surakarta is not following the true sequence procedure in teaching vocabulary.

D. Conclusion

Based on the result of data analysis and research findings, the researcher concludes that :

1. The objective of teaching English is to develop the language skills and communicate written and orally dealing with the development of science and technology and the globalization era. The objective of teaching vocabulary is to help the students to achieve vocabulary in the material according to the themes.
2. The material are taken from English book entitle "Practice Your English Competence" by Erlangga publisher. The teacher also search another relevant material from internet.
3. The teacher use "lecturing and observing" technique in teaching vocabulary. Observing in this teaching technique is giving instruction

to the students to observing the vocabulary or the words that existing in the material. The students observe the words and then suppose the meaning of the words. Lecturing in this teaching technique is giving clue or guideline about the words by the teacher to help the students to conclude the meaning of the words.

4. The procedure/stage of teaching vocabulary is explaining, restating, showing, discussing, refining and reflecting. The sequence of teaching vocabulary by the teacher is discussing, showing, explaining, restating, refining and reflecting. The procedure of teaching vocabulary by the English teacher at SMP Muhammadiyah 5 Surakarta is does not follow the true sequence of procedure in teaching vocabulary.

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