

**ENGLISH VOCABULARY MASTERY OF ELEMENTARY SCHOOL
STUDENT OF SDN 2 KRANGGANHARJO**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English at elementary school is regarded as one way to teach English as early as possible to make students more familiar with it. In Indonesia, the teaching of English to children is developed based on School-based Curriculum.

Based on School-based Curriculum, the goals of teaching English to elementary school students are to make the students memorize the names of public places and direction, understand activity in holiday and the equipment used, describe people and the object, the names of shopping places and the name of the daily needs. In addition, the students can use ownership and use that in dialog, and can understand and retell the story in simple sentences and good pronunciation.

Vocabulary is a list of words and words themselves mean any unit of language used in writing and appear between space and hyphen. Meanwhile, Hornby (1983: 419) defines vocabulary as "the total number of words in language that are used by a person." Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e. to learn something new). Thus, when we want to understand more we must have Vocabulary mastery.

In mastering vocabulary, a learner should understand several aspects as the requirements, namely: apply it in its spoken and written form, know about the

meaning of word and the using of grammar in appropriate forms, pronounce in recognizable way and spelling correctly. In addition, the learner should understand the ways to combine one word with other words. Besides, they should know the relation among words to know the connotations and associations in order to use it on the appropriate level and situation (Palmberg, 1986: 20). Thus, it is very important to master vocabulary.

In the first observation in the SDN 2 Krangganharjo, the students of SDN 2 Krangganharjo understand English language in some aspects, which mean that some of them understand the meaning of words but they can not write this word. Sometimes they can speak but they can not write what they speak. Because of the reason, the writer wants to know deeply about the achievement of the students of SDN 2 Krangganharjo in mastering vocabulary. The reason why the writer chooses SDN 2 Krangganharjo especially the sixth year because the students have been taught English from the fourth grade. The writer wants to know the number of vocabulary they have after three years they learned English. The writer did not choose the students of the fourth or fifth year because they still have less vocabulary than the sixth grade. Although it teaches begin at fourth because English is not a subject that gives from central government it is just the subject from the local government.

Finally, based on the above reason in this research paper, the writer takes a title “ENGLISH VOCABULARY MASTERY OF ELEMENTARY SCHOOL STUDENT OF SDN 2 KRANGGANHARJO.” Hopefully the result of this research will give benefit for education in the country.

B. Problem of the Study

Based on the research background, the writer is going to discuss the general question “How is the vocabulary mastery of the students?” This question specified is into three questions as follows.

1. How is the students’ understanding of the meaning of the words?
2. How is the students’ ability to spell the words?
3. How is the students’ ability to pronounce the words?

C. Limitation of the Study

The research focuses only on the English vocabulary mastery of SDN 2 Krangganharjo especially the students’ ability in meaning, spelling, and pronunciation of the vocabulary. And the subject of this research is the students of elementary school especially the sixth year students, consisting of 38 students; 20 girls and 18 boys.

D. Objective of the Study

The general objective of this research is to know the English vocabulary mastery of the students’ of SDN 2 Krangganharjo. Based on the problem statement the specific objectives of the research are to:

1. find out the students’ understanding of the meaning of words.
2. find out spelling the students ability to the words.
3. find out the students’ ability to pronounce the words.

E. Benefit of the Study

There are two benefits of these study; they are theoretical benefit and practical benefit:

1. Practically, for the teacher, the result of the study will give general picture about the success and the effectiveness of their method in teaching English vocabulary.
2. Theoretically, this research will enrich the theory of the students' vocabulary mastery.

F. Research Paper Organization

In writing this paper, the writer divides it into five chapters and the organization is as follows.

Chapter I is introduction that presents background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II concerns review of the related literature that covers previous study, general concept of vocabulary, kinds of vocabulary, vocabulary mastery, vocabulary limitation, types of vocabulary, the importance of vocabulary, vocabulary test, spelling, pronunciation, and young learners.

Chapter III is research method. It discusses type of research, place and time of research, subject of research, object of research, method of collecting data, scoring system and technique for analyzing data.

Chapter IV presents research finding and discussion.

Chapter V is conclusion and suggestion