

**TEACHING ENGLISH VOCABULARY TO THE FIFTH YEAR
STUDENT AT SD N 3 DONOHUDAN BOYOLALI
IN 2009/2010 ACADEMIC YEAR**



RESEARCH PAPER

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by

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CHAPTER I INTRODUCTION

A. Background of the Study

Language is many things; a system communication, a medium of thought, a vehicle for literary expression, a social institution, a matter for political controversy, a catalyst for nation building (O, Grady, *et al.* (1997: 1) in Srijono, 2001:1). It means that language is very important for communication and exploring ideas. Without language, people will get difficulties to find ways to share their feeling or their communication needs.

In Indonesia, English is one of the compulsory subjects that is taught at all education levels, in studying in elementary school, junior, and senior high school, and in all departments of university. Hence, the Indonesian government always makes effort to improve the quality of society especially adult generation, in order to be able to confront the competition in this global era.

Because of the importance of English, the teacher should have an interesting method in teaching English language, so that the students are interested in learning English and catching the material easily. A study of method is the study of teaching which has big role to determine the success in an education. In this case, the teacher should be able to apply various methods to present the material to students.

The teacher should be creative and more creative to create the process in order to help the students master the aspect of English language, especially vocabulary. It is because vocabulary is a language aspect that supports the four

basic skills of English language. The method should be suitable with the level and kinds of school.

Vocabulary teaching in elementary school is not easy. Teaching children is different from teaching adult. We must have extra power to teach them, because the children have certain characteristics and need a certain treatment. So the teacher must give the basic vocabulary to them to make them understand English. Before continuing to the next step, the teacher must have interesting preparation to teach the children.

Teachers will face too many problems when they introduce English to their student, however, for the students they will get something new that is different from their mother tongue. Teachers have been attempting for years to improve children's learning, trying out new ways of teaching. Teacher needs the language. Basic competence is essential. However, this way is a problem in some education traditions, especially where foreign rather than second languages are being learned. The teacher also needs competence in primary teaching method.

Vocabulary is central to language and important to typical language learner. Without sufficient vocabulary, one cannot communicate effectively or expresses his ideas in both oral and written form. It is undeniable that learning vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking, and interesting instruction should of course be organized to achieve successful learning.

In public place, people can find some words in English. Some people are able to translate them into Indonesian without being explained or drilled in the class. But in some parts, words have many roles to be learned such as the word formation, and it can't be learned in short time. It means that the vocabulary must be learnt in the class and must be organized in a good teaching-learning process.

The researcher is interested doing in research SD N 3 Donohudan, Boyolali because there are some the students who have problem in learning English, especially vocabulary. Vocabulary is the element of learning English especially in elementary school. The students of elementary school should have a lot of English vocabulary. Based on the description above, the writer is very interested in studying how the process of teaching English vocabulary at Elementary school. The writer wants to know deeply about the goal, the teaching material, the assessment, and the methods. So the writer conducts a research entitled *“Teaching English Vocabulary to the Fifth Year Student at the SD Negeri 3 Donohudan, Boyolali in 2009 / 2010 Academic Year”*

B. Problem of the Study

Based on identification of the problems the writer formulates the problems in questions as follows:

1. What are the methods of teaching-learning English vocabulary at SD N 3 Donohudan Boyolali?
2. What are the problems faced by the teacher and the student in teaching learning English vocabulary at elementary school?

C. Objective of the Study

Based on the problem statement, the objectives of this research are as follows:

1. Describing the method teaching-learning vocabulary at elementary school carried out.
2. Describing the problem faced by teacher and the student in teaching English vocabulary at elementary school.

D. Limitation of the Study

The writer intends to limit the problems on the teaching of English vocabulary at Elementary school and focuses on the teaching method used by teacher to teach the students in SD N 3 Donohudan in 2009 / 2010 academic year.

E. Benefit of the Study

The writer hopes that the work has both theoretical and practical benefits.

1. Theoretically
 - a. The result of the research could show us how methods the teaching of English vocabulary at elementary school.
 - b. The result of this research can be used as the reference for those who want to conduct a research in English teaching- learning process.
2. Practically
 - a. The result of study can be used too by the teacher in teaching of English vocabulary to children.

- b. The result of the study can be used by the reader to get more knowledge about teaching vocabulary process.

F. Research Paper Organization

In order to make the reader easier in understanding the research paper, this research paper is arranged into five chapters as follows:

Chapter 1 is introduction. This chapter consists of the background study, problem of the study, objective of the study, benefits of the study, limitation of the study, and research paper organization.

Chapter II is review of related literature. This chapter consists of the previous study, notion of vocabulary, theories of learning and teaching, aspect of teaching and learning vocabulary, and characteristics of young learner.

Chapter III is research method. It consists of the type of the research, subject of research, object of research, data and data source, method of data collecting, and technique for analyzing data.

Chapters IV is result of the study. It consists of data analysis and discussions of the finding.

Chapter V is conclusion and suggestion.