

**TEACHING AND LEARNING VOCABULARY TO THE FIFTH-GRADE-  
STUDENTS OF SD N 2 KAPUNGAN POLANHARJO KLATEN IN  
ACADEMIC YEAR OF 2013 /2014**

**S1-THESIS**

This Thesis is Presented as a Partial Fulfillment of the Requirements for  
Accomplishing Undergraduate Degree of Education in English Education Study  
Program



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**WIDYA DHARMA UNIVERSITY KLATEN**

**2015**

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**TEACHING AND LEARNING VOCABULARY TO THE FIFTH-GRADE-  
STUDENTS OF SD N 2 KAPUNGAN POLANHARJO KLATEN IN ACADEMIC  
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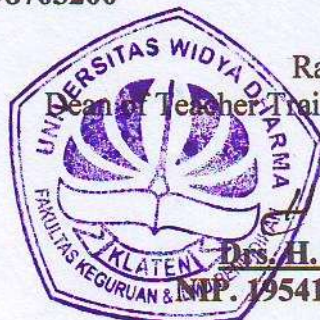
  
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "A Case Study on Teaching and Learning Vocabulary to the Fifth Grade Students of SD Negeri 2 Kapungan Klaten in Academic Year of 2013/2014".

It is not plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancelation of my academic degree.

Klaten, March 2015



Sri Setiyawan  
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## MOTTO

- *Understand ourselves to understand others is more important than not know at all (Sri Setiyawan).*
- *I like something which I hated before, because of that I can reach my point of view (Sinta Kurniasari).*
- *Biarkan keyakinan kamu, 5 centimeter menggantung mengambang di depankening kamu, dan Cuma kaki yang akan berjalan lebih jauh dari biasanya, tangan yang akan berbuat lebih banyak dari biasanya, mata yang akan menatap lebih lama dari biasanya, lapisan tekad yg seribu kali lebih keras dari baja. Dan hati yang akan bekerja lebih keras dari biasanya. Serta mulut yang akan selalu berdoa (Dhonny Dhirgantoro)*
- *Our choices show who we are, far more than our abilities (J.K Rowliang)*
- *Knowledge Speaks, but Wisdom Listens (Yang pintar ngomong, yang bijak mendengar) (Jimi Hendrix)*
- *The More I See, The Less I Know (John Lennon)*



## **PRESENTATION**

This thesis is dedicated to:

✚ My beloved parents, **BAPAK, IBUK** and My Younger sister and brothers,  
**Ari Yudha, AndikaShandi, Pramudia Anatri, Subo Kastowo, and**  
**Anisa Ayu Atikawati.**

✚ My classmates **Dedy, Pitut, Manfa, Sion, Catur Black, Veta, Berwolu, Damai,**  
**Wawan, , Asla and Lacadz Folks** You`re all my best friends who gave me  
support to finish my thesis soon.

## ACKNOWLEDGEMENT

Praise be to Allah SWT that researcher is finally able to finish this thesis. This thesis is written to fulfill one of the requirements to achieve the Undergraduate Degree of Education in English Education Study Program. Researcher deeply realizes that this thesis is prepared with so much help from others. So in this chance, researcher would like to express sincere gratitude and appreciation to:

1. Prof. Dr. H Triyono, M.Pd., Rector of Widya Dharma University,
2. Drs. H. Udiyono, M.Pd., Dean of Teacher Training and Education Faculty, of Widya Dharma University, who has given permission to write the thesis,
3. Dra. Sri Haryanti, M.Hum., Head of English Education Study Program, and as the first consultant, who has patiently and sincerely given guidance and advice from beginning of this thesis up to the completion of it,
4. Dr. Endang Eko D.,M.Hum. second consultant, who has given motivation, guidance, and suggestion to write this thesis,
5. Satiyem, S. Pd., Headmaster of SD N 2 Kapungan who has given the writer permission to hold the research in her institution,
6. Dwi Ningrum, S. Pd., the English teacher of SD N 2 Kapungan, who gives much help to complete the research,
7. Researcher family who support to finish the thesis,
8. Yustina, the writer's lover who gives support him to finish the thesis,
9. The lecturers of Widya Dharma University especially in English Department of Teacher Training and Education Faculty.

Researcher is really aware that this thesis is far from being perfect because of researcher limited knowledge and experience. Therefore, researcher will receive the constructive criticism and suggestion for the sake of perfection of this thesis.

Finally, researcher deeply hopes that this thesis can be a real contribution to the improvement of teaching English in Indonesia.

Klaten, 4 March 2015

The Writer



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## **LIST OF ABBREVIATION**

APP.	: Appendix
OBS. I	: (APP.1/Obv.1/FN/01)
OBS II	: (APP.2/Obv.2/FN/01)
INTW Student	:(APP.3/Intw.1/FN/01)
INTW Teacher	: (APP.4/Intw.2/FN/01)
RPP Noun and Verb	: (APP.5/Doc.1/LP.01)
RPP Verb and Adverb:	(APP.6/Doc.2/LP.02)

## ABSTRACT

**Sri Setiyawan**, Student No. 0811202186. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2015. Undergraduate Thesis: *Teaching and Learning Vocabulary to the Fifth-Grade-Students of SDN 2 Kapungan Polanharjo Klaten in Academic Year of 2013 /2014.*

The Aim of this study is to answers the problems: (1) How is the process of teaching English vocabulary to the fifth year students of SD N 2 Kapungan in academic year 2013/2014, (2) What kinds of the obstacle occur in teaching English vocabulary to the fifth grade students of SD N 2 Kapungan in academic year 2013/2014, (3) Why does the obstacle occur in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in academic year 2013/2014, (4) How is the solution of the obstacle in teaching English vocabulary to the fifth grade students of SD N 2 Kapungan in academic year 2013/2014.

The study includes in a case study. There, the strategy used is qualitative. The data of this research are the activities of teaching and learning vocabulary of the fifth grade students of SD N 2 Kapungan in academic year 2013/2014. The sources of data are the event of teaching and learning process, informant consisting of the English teacher and students. The data are collected by using observation, interview and documentation of teaching vocabulary to the fifth- grade -students of SD N 2 Kapungan in academic year 2013/2014, and then analyzed by descriptive qualitative methods.

The answers of the problems above are: (1) The process of teaching English vocabulary to the fifth grade students of SD N 2 Kapungan in academic year 2013/2014 includes preparation, material, method activities, media and source of learning, time allocation, evaluation, (2) kind of the obstacle occur in teaching of English vocabulary to the fifth grade students of SD N 2 Kapungan in academic year 2013/2014 are the students lack of ability in writing the words and the pronunciation (3) The obstacle occur because of the material, media, and the students' laziness, (4) The solution of *teaching vocabulary* of the fifth grade students of SD N 2 Kapungan in academic year 2013/2014 is by giving task, using various media, and asking the students to practise writing and speaking.

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Language as a means of communication plays very important role in social relationship among human beings. One of the languages which is often used by most people in the world is English. English is one of the foreign languages that must be learnt in school since kindergarten level until university level. English is considered as a difficult subject for the Indonesian students because English is completely different from Indonesian language being looked at from the system of structure, pronunciation and vocabulary.

People who learn a language as a foreign language are hoped to know and master the vocabulary to improve the language skills. Vocabulary plays an important role because it appears in every language skills. Vocabulary building is really important in any language learning. The writer realizes how important the mastery of vocabulary is, particularly for people who study English as a foreign language. Teaching English involves four language skills; they are listening, speaking, reading and writing. In teaching and learning a language, the teachers use four aspects that support four language skills above, namely grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process.



Teaching English in the elementary school has been accepted in Indonesia in line with the government's plan on the nine year basic education. In the elementary school, English is to be taught as one of the local contents. The aim of teaching English in the elementary school is to motivate the students to be ready and have self confidence in learning English at higher level of education. The students of elementary school just learn English in the simple pattern (vocabulary, grammar, etc.) since they learn it for the first time.

Teaching English to children, in this case elementary school students should be different from adult. According to Cameron (2009: 1) children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about language; in other words, they do not have the same access as older learners to metalanguage that teachers can use to explain about grammar or discours.

In this study, the writer focuses on teaching English vocabulary considering that vocabulary constitutes the knowledge of meaning which is one of the components of language. Studying a language cannot be separated from studying vocabulary. By learning vocabulary first, learners will be able to communicate in English as stated by Decarrico in Celce-Murcia (2001:

285) vocabulary learning is central to language acquisition, whether the language is first, second or foreign.

In line with the explanation above, English as the foreign language in Indonesia is important. For this reason, the teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. Teacher should master the way how to teach the vocabulary to their students so that the students understand and know vocabulary appropriately based on its context.

In addition, vocabulary teaching is one of the most important components in mastering English. The main reason is the fact that it is a medium. It carries meaning; learning to understand and express the meaning is what counts in learning languages.

There are many elementary schools in Klaten for instance SD N I Klaten, SD N I Jatimulyo, SD N I Barenglor, SD N I Juwiring, SD N 2 Kapungan, Polanharjo, Klaten , etc. SD N 2 Kapungan, Polanharjo, Klaten is one of the elementary schools which lays on SD N 2 Kapungan, Polanharjo, Klaten. The students are taught English. In learning a foreign language, the learners may meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those of native languages.

The difficulty of teaching and learning vocabulary in elementary school interests the writer to make a research. The writer chooses the fifth

year because in this level the students begin to be taught English officially based on the curriculum that should be taught and mastered by the students.

Based on the statement above, the writer is interested in analyzing “Teaching English Vocabulary to the fifth Year Students of SD N 2 Kapungan in 2013”

### **B. The Reason for Choosing the Topic**

In writing this study, the writer has an idea that teaching vocabulary is the important thing to learn. The reasons that encourage the writer to choose the topic are as follows:

1. The writer is interested in this topic because vocabulary is one of the most important aspects in mastering English in Elementary school.
2. Vocabulary is essential to improve the four language skills (listening, speaking, reading, and writing) of the students, so it is important to find an exact way of situation to make students be interested in improving their vocabularies.

### **C. The Limitation of the Study**

In this study, the writer would like to limit the scope of the study as follows:

1. This study limited to the process of teaching English vocabulary to the fifth year students of SD N 2 Kapungan in 2013/2014.
2. This study concerns with the obstacle occur in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in academic year 2013/2014
3. This study is limited to the reason why the obstacle occurs in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in 2013/2014.
4. This study concerns with the solution of the obstacle occurs in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in 2013/2014

**D. The Problem of the Study**

The problems of the study that the writer wants to solve in this study are as follows:



1. How is the process of teaching English vocabulary to the fifth year students of SD N 2 Kapungan in 2013/2014?
2. What kinds of the obstacle occur in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in 2013/2014?
3. Why does the obstacle occur in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in 2013/2014?
4. How is the solution of the obstacle in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in 2013/2014?

#### **E. The Aim of the Study**

In this study, the writer has four aims as follows:

1. To describe the process of teaching English vocabulary to the fifth year students of SD N 2 Kapungan in 2013/2014.
2. To know the kinds of the obstacle which occur in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in 2013/2014.
3. To know why the obstacle occurs in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in 2013/2014.
4. To describe the solution of the obstacle in teaching English vocabulary to fifth year students of SD N 2 Kapungan in 2013/2014.

#### **F. The Use of the Study**

Hopefully this study has some uses as follows:

1. This study can provide the qualification of the English teacher who can teach English at Elementary school.

2. This study can provide the appropriate method and technique that can support the teaching learning process in Elementary school.
3. This research can give contribution in English teaching and learning especially teaching vocabulary in Elementary school.

#### **G. The Clarification of the Key Terms**

To give a clear idea of what is meant by the title of this study, the writer explains some important terms related to the study as follows:

##### **1. Teaching and learning Process**

Teaching comes from the word “teach” which means to show somebody how to do something, so that they will be able to do it themselves (Hornby, 2005: 1225). Learning comes from the word “learn” which means to gain knowledge or skill, by study, experience or being taught (Hornby, 2005: 671). Process means a series of actions or tasks performed in order to do, make or achieve something (Hornby, 2005: 922).

Teaching and learning process in this study means a series of giving students knowledge and skill so they gain the knowledge or skill by studying, practicing or being taught, having or showing much knowledge to achieve the aims of teaching English in elementary school.

##### **2. Vocabulary**

Hornby (2005: 1645) defines vocabulary as 1) The total number of words in language, 2) All the words known to a person or used in a particular book, subject, etc, and 3) A list of words with their meanings, especially one that accompanies a textbook in a foreign language.

From the definitions above, the writer concludes that vocabulary is the total number of words known by the students in English subject of the fifth grade students of SD N 2 Kapungan in 2013.

## **H. The Organization of the Study**

This study consists of five chapters, each of which has subdivisions, as follows:

Chapter one is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter two deals with review of related literature consisting of the theory of teaching and learning process, the meaning of vocabulary, the kinds of vocabulary, the use of vocabulary.

Chapter three is the research method. It deals with the meaning of research method, the strategy of the research, the data and the source of the data, the method of collecting the data and technique of analyzing the data.

Chapter four is the result of the study. It consists of the data analysis and discussion of the finding.

Chapter five is conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is about the conclusion, and the suggestion of the research. The further explanation is as follows:

#### A. Conclusion

After the writer analyzes the result of interview with the informant and takes an observation of teaching English vocabulary to the fifth year students of SD N 2 Kapungan, the writer can get the information about the teaching English vocabulary in that observed school.

In this case the writer will answers the problems stated in the previous chapter. They areas follows:

1. How is the process of teaching English vocabulary to the fifth year students of SD N 2 Kapungan in academic year 2013/2014?
2. What kinds of the obstacle occur in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in academic year 2013/2014?
3. Why does the obstacle occur in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in academic year 2013/2014?
4. How is the solution of the obstacle in teaching English vocabulary to the fifth year students of SD N 2 Kapungan in academic year 2013/2014?

The aswers of the problems as the conclusions are as follows:

#### 1. The Process of Teaching English to Vocabulary

**a. Preparation**

In preparing the teaching and learning, the teacher prepares her lesson plan, material and the source of the study. She arranges the lesson plan based on the curriculum and the teacher always prepares the material before teaching as guidance in her teaching act. She also prepares the media before teaching if it is used. She prepares what will be given to the students and also prepares the way to explain the material so that the students will be interested.

**b. material**

In this research, teacher's activities include opening by greeting the students, using building the knowledge of field method, modeling of text method, giving a clear explanation, checking the understanding of the students, and closing the lesson.

**c. Method**

In this research, the students' activities include discussing the homework with the teacher and practice speaking and writing from material.

**d. Activities**

Media is also needed in teaching and learning process, because it can make the students easier to catch the material given by the teacher. In this research, the method, discussion or questioning.

**e. Media and Source of Learning**

The condition of the teaching English vocabulary to the fifth year students of SD N 2 Kapungan in English teaching and learning process is so crowded and there are only some students who are silent, but almost all of

them are active in giving questions when they don't understand the material and also they are active in doing the task.

#### **f. Time Allocation**

As last activity after giving the material, the teacher must evaluate the students. In this research, the teacher uses oral and written test to evaluate the understanding of students about the material given.

#### **G. The Evaluation**

After giving the material, the teacher must evaluate the students. In this research, the teacher uses oral and written test to evaluate the students' understanding of the material given.

### **2. The Obstacles in Teaching and Learning**

In teaching English vocabulary, there is possibility that the obstacles can be found. In this result, there are some obstacles that can be found in teaching English vocabulary to the fifth year students of SD N 2 Kapungan , Polanharjo, Klaten. There are some students who are lack of their ability in writing vocabularies in English and also speak in correct pronunciation.

### **3. The Reason Why the Obstacles Occurred**

In this research, the obstacles occurred because of the material or me in Teaching English vocabulary and the laziness in Learning English.

### **4. The Solution of the Obstacles**

In the solution of the obstacles in teaching English vocabulary, there are some ways to solve them. In this study, the researcher would like to discuss about the solution, they are as follow:

- a. There were also some students who had lower ability than others. the teacher orders the students to say again and in writing, she tells students to make short sentences in accordance with the given vocabularies then corrects it, so the students can understand.
- b. Concerning with the number of students with the kinds of characteristic, so the situation is so crowded and only some students who are silent. the teacher did the discussion or questioning with the students. She walked around to control and monitor the students, but sometimes she used game or even song to make the student active in teaching English vocabulary.
- c. Concerning with the difficulties faced by the teacher such as the limited media, the teacher tried to make her teaching vocabulary complete by using various pictures in the text book or student worksheet. The teacher also recommended using song and the pictorial dictionary to make the students' learning enjoyable.
- d. The students also felt difficult in writing vocabularies correctly and also speaking correct pronunciation. Their teacher helps them to solve that problem by asking them to apply the vocabularies which have been taught in making simple sentences and to read it in front of the classroom, in order that the students know the meaning of the vocabularies, speak the vocabularies in correct pronunciation and write the vocabularies correctly.

## **B. Suggestion**

Based on the result of the research of teaching English vocabulary to the fifth year students of SD N 2 Kapungan in academic year 2013/2014, the writer

would like to present some suggestions to students, and English teacher as follows:

1. For the students, they should pay more attention and active in learning process.
2. For English teacher, she should give more variation in teaching English so the students will be more interested in learning English.



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