

**TEACHING AND LEARNING VOCABULARY TO THE FIFTH GRADE  
STUDENTS OF SD MARIA ASSUMPTA KLATEN IN ACADEMIC YEAR  
2016/2017**

**SI- THESIS**

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



**By:**

**Name : Tri Pudji Hartana**

**Number : 1011202580**

**TEACHER TRAINING AND EDUCATION FACULTY**

**UNIVERSITY OF WIDYA DHARMA KLATEN**

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**APPROVAL**

**RATIFICATION**

**TEACHING AND LEARNING VOCABULARY TO THE FIFTH GRADE  
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2016/2017**

By

Name : Tri Pudji Hartana

Student No. : 1011202580

Approved by the Consultants to be Examined before the Board of Examiners of  
Teacher Training and Education Faculty on:

Day : Tuesday

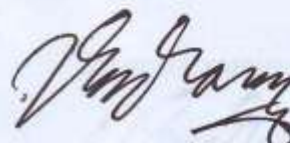
Date : August 24<sup>th</sup>, 2017

Consultant I,



Dra. Sri Haryanti, M.Hum.  
NIP. 196106191987032001

Consultant II,



Dr. Endang Eko D.S., M. Hum.  
NIK. 690 886 103

## RATIFICATION

### TEACHING AND LEARNING VOCABULARY TO THE FIFTH GRADE STUDENTS OF SD MARIA ASSUMPTA IN ACADEMIC YEAR 2016/2017

By

Name : Tri Pudji Hartana

Student No. : 1011202580

Accepted by the board of Examiners of Teacher Training and Education Faculty,  
University of Widya Dharma Klaten on:

Day : Tuesday

Date : August 29<sup>th</sup>, 2017

#### The Board of Examiners

Chairman,

Drs. H. Suhud Eko Yuwono, M.Hum.  
NIK. 691 092 128

Secretary,

Ana Setyandari, S.Pd., M.Pd.  
NIK. 690 112 325.

First Examiner,

Dra. Sri Haryanti, M. Hum.  
NIP.19610619 198703 2 001

Second Examiner,

Dr. Endang Eko D.S., M.Hum.  
NIK. 690 886 103



Faculty of Teacher Training  
and Education  
Dean

Drs. Udiyono, M. Pd.  
NIP. 19541124 198212 1 001

## PRONOUNCEMENT


This is to certify that I myself write this thesis entitled **“TEACHING AND LEARNING VOCABULARY TO THE FIFTH GRADE STUDENTS OF SD MARIA ASSUMPTA KLATEN IN ACADEMIC YEAR 2016/2017”**.

It is not a plagiarism or made by the 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 cancellation of my academic degree.

Klaten, August 2017



  
Tri Pudji Hartana  
1011202580

## **Motto**

- ❖ A good teacher is like a candle, it consumes itself to light the way for other.  
(The writer )
- ❖ Berlatihlah dan berusahalah terus menerus agar memperoleh hasil yang terbaik. ( The writer)

## **PRESENTATION**

This thesis is presented to:

1. My beloved wife.
2. My lovely daughter and sons who give me support and I love you.
3. All my friends in English Department.
4. All my friends who give their assistance to finish this thesis.

## **ACKNOWLEDGEMENT**

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8. Everybody who helps and motivates the researcher to finish this thesis.

The writer realizes that this thesis is far from being perfect due to his limited knowledge and experience. Therefore, he would like to accept suggestion, criticism from the readers to make this thesis perfect.

Finally, the writer hopes that this thesis can be useful and a real contribution to the improvement of teaching English.

Klaten, August 2017

The writer



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## **APPENDIX**

## **LIST OF ABBREVIATIONS**

APP : Appendix

Intw : Interview

FN : Field Note

Doc : Document

LP : Lesson Plan

## LIST OF APPENDICES

No	Appendix Code	Note
1.	Doc/LP.1/01	: Document Lesson Plan 1/01
2.	Doc/LP.1/02	: Document Lesson Plan 1/02
3.	Doc/LP.1/03	: Document Lesson Plan 1/03
4.	Doc/LP.1/04	: Document Lesson Plan 1/04
5.	Doc/LP.1/05	: Document Lesson Plan 1/05
6.	Doc/LP.1/06	: Document Lesson Plan 1/06
7.	Doc/LP.1/07	: Document Lesson Plan 1/07
8.	Doc/LP.1/08	: Document Lesson Plan 1/08
9.	Doc/LP.1/09	: Document Lesson Plan 1/09
10.	Doc/LP.1/10	: Document Lesson Plan 1/10
11.	Doc/LP.1/11	: Document Lesson Plan 1/11
12.	Intw.1/1	: Interview.1
13.	Intw.1/2	: Interview.2
14.	Intw.1/3	: Interview.3
15.	Obs.FN.1/1	: Observation Field Note.1/1
16.	Obs.FN.1/2	: Observation Field Note.1/2
17.	Obs.FN.1/3	: Observation Field Note.1/3
18.	Obs.FN.2/1	: Observation Field Note.2/1
19.	Obs.FN.2/2	: Observation Field Note.2/2

## ABSTRACT

**Tri Pudji Hartana, No: 1011202580**, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2017. Thesis: *“Teaching and Learning Vocabulary to the Fifth Grade Students of SD Maria Assumpta Klaten in Academic Year 2016/2017”*.

The study aims to describe be the process of teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017, to describe the problem of teaching and learning vocabulary, and to describe the solution of the problem of teaching and learning vocabulary.

This is a descriptive study. The data are collected by observation, interview, documentation techniques. Therefore, the data are the results of observation, interview, and test. They are gotten from informants, events, document. Then, they are analyzed by using flow model.

The finding shows that first the teaching and learning vocabulary process consists of preparation, teaching and learning activities (opening activity, main activity, and closing activity), the material of teaching and learning vocabulary, the teaching method, source of the material, teaching media, and the evaluation. Second, in teaching English vocabulary, there are problems which can be found in teaching English vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017. There are some students who ware lack of ability in writing, pronunciation and memorizing. The solution done by the teacher can be seen as follow: concerning with students with kinds of characteristic, the teacher just did the discussion or questioning with the students. She gives advice, motivation and even instruction in doing the task. Indirectly, the teacher applies teacher-centered as method to avoid the chaos in the class. For the student with low ability, here the teacher explained that she paid much more attention to them, in order that they can follow and understand what she taught. In this case the teacher ordered the students to have private lesson at school after they have finished their class. Their English teacher assists them until they understood the material.

**Key words:** *Teaching and Learning, Vocabulary*

## **CHAPTER I**

### **INTRODUCTION**

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

One of the languages which is often used as a means of communication is English. English is one of international languages, which is used throughout the world. Therefore, English as a language of international communication is clearly needed by learners to deliver thought and interact in a variety of situation. To accommodate teaching and learning of English in early age, elementary school in Indonesia has included English in the curriculum. Teaching English at this level needs much concern because the students will take a long time to master the four skills. The students are introduced vocabulary that they find from environment. Teaching English needs much attention for both the teacher and the students in the hope that the teacher and the students improve their language skill. The students are then expected to have the skill to use the language in simple form and the students can pronounce the word correctly, understand the meaning of words, spell the words correctly and identify the proper word use. Fauziati states that vocabulary is important for language and of typical language learners. Without sufficient vocabulary, students can not communicate effectively and express their ideas in both oral and written forms (2008: 149). The students need to talk to others. The students need to communicate with other people through spoken and written forms. For the reasons, communication plays an

important role in their lives. To communicate, they need some media. Here, language is the important media to communicate with other human beings.

English teaching involves four language skills, they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills, those are grammar, vocabulary, spelling and pronunciation, that are also taught in English teaching and learning process. Vocabulary is one of the important factors in language teaching.

According to Tarigan (1986:2) *Kualitas dan kuantitas berbahasa seseorang bergantung pada kualitas kosakata yang dimiliki. Makin kaya kosakata yang dimilikinya maka makin besar pula kemungkinan ia terampil berbahasa.* (The quality and quantity of a person depends on the quality of his vocabulary. The more vocabulary he has, the bigger possibility to have a skill to use the language).

Presenting vocabulary items in the school is not easy for some teachers. There are many difficulties because the students are usually confused in memorizing vocabulary especially in elementary school. There are some students who are lack of the ability in understanding the material, because they have limited vocabulary. They just keep silent because they do not know the meaning. When the teacher asks the students to answer the question in the book, they are silent because they do not understand. That is why, vocabulary development is needed because vocabulary is basic and it plays important role

in the teaching and learning of English. So, it is important to give them practice to help their memory.

However, the English teacher must help the students especially in teaching vocabulary. The teacher can give many interesting ways to learn, for example: learning new words by reading books, listening to the radio or watching TV, and reading newspapers or magazines. Those ways can help the students because the teacher provides the interesting materials. As far as we know that teaching language to elementary school students is not an easy work. The material is not merely transferred from teacher to students, but they must be packed in something that can attract students' attention, so the students seem to learn more quickly. It is a fact that vocabulary is one of the crucial things beside grammar, spelling and pronunciation in teaching English and from the reason above, the study tries to describe the teaching vocabulary process in Elementary school especially to the fifth grade students of SD Maria Assumpta Klaten. This study emphasizes to the situation, condition and the students's responses of teaching vocabulary.

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

The reasons for choosing the topic are as follows:

1. Vocabulary is very important in learning English especially in elementary school.



2. There are some students who are lack of the ability in understanding the material, because they have limited vocabulary, so that, it is impossible for them to express their idea in spoken and written form.

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

The researcher would like to limit the study. The limitation of the study is as follows:

1. This study is limited to the process of teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017.
2. This study is limited to problems of teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017.
3. This study is limited to solution of the problem of teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017.

### **D. The Problem of the Study**

The researcher would like to present the problem of the study. The problems of the study are as follows:

1. How is the process of teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017 ?
2. What is the problem of teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017?

3. What is the solution of the problem of teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017?

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

The researcher would like to present the aim of the study as follows:

1. Describing the process of teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta in academic year of 2016/2017.
2. Describing the problems of teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017.
3. Describing the solution of the problem of teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017.

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

This study is expected to have significance in relation to the teaching and learning vocabulary as follows:

1. Theoretical use

For the readers and the education stakeholders, it can be useful as a reference for their study or research in the future. While for parents, the result of the study can be a good knowledge for improving their children's achievement in learning vocabulary through the informal way at home.

## 2. Practical use

For the teacher, the study can be used to develop and improve the teaching of English especially in teaching vocabulary to elementary school students by using various techniques: repetition, drilling, group activities, and games to obtain a success in their vocabulary learning.

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

In order to make the title easy to understand, this study clarifies the terms of the study as follows:

### 1. Teaching

Brown (2000: 7) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

In this study teaching means guiding learners and facilitating the fifth grade students of SD Maria Assumpta Klaten in academic year of 2016/2017

### 2. Learning

Slavin (2000:141) defines learning as a change in an individual caused by experience. He also says that when students acquire information presented in a classroom or when they look something up in the encyclopedia and sometimes it is intentional or unexpectedly, like in the case of the child's reaction to the needle. Slavin opinion is supported by

Sanjaya (2006:57) that studying is behavior change process. This change process covers nerve system and energy. Sanjaya explains that someone has learned something when they are able to show the different condition before and after learning.

Brown (2007:7) states learning is acquiring or getting knowledge or skill by study, experience or being taught. In this study, learning means gaining knowledge of vocabulary.

Teaching and learning in this study means showing or helping students to acquire knowledge of vocabulary; therefore, it can be seen the different condition before and after learning.

### 3. Vocabulary

One of the definitions is given by Hatch and Brown (1995: 1) who define vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use since vocabulary is a list of words that are usually arranged alphabetically in a dictionary.

In this study vocabulary means a list of English words that the students use in teaching and learning English especially in SD Maria Assumpta Klaten in academic year of 2016/2017.

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

It is important to present the organization of the thesis in order to be easily understood. The study is divided into five chapters as follows:

Chapter I 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 study, and the organization of the study.

Chapter II is review of related literature. It consists of case study, teaching learning vocabulary, and English curriculum in elementary school.

Chapter III is the method of the study. It consists of the meaning of research method, the strategy of the study, the data and source of the data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of the analysis of data and the discussion of the research findings.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher attempts to give a brief conclusion and suggestion about teaching and learning vocabulary to the fifth grade students of SD Maria Assumpta Klaten in academic year 2016/2017.

#### **A. Conclusion**

Based on the result of observation toward the teaching and learning process of the fifth grade students of SD Maria Assumpta in academic year 2016/2017, the researcher can get the conclusion about the teaching vocabulary, as follows:

##### **1. The Process of Teaching and Learning Vocabulary**

###### **a. The Preparation**

Based on the data gotten, the researcher sees that the teacher has a good preparation. She prepared the media before teaching the students. She used pictures as her media for teaching. These media were effective to teach the material to the students.

###### **b. Teaching Learning Process**

Based on the observation, the researcher knows that the teacher conducted several activities, they are as follows:

## 1) Listening Activities

### a) Listen and Repeat

The teacher asked the students to listen and repeat the vocabulary and the students repeated. Based on the observation the researcher knows that the teacher gave exercise to the students how to pronounce the vocabulary well in the class.

### b) Listen and Follow Instruction

The teacher asked the students to listen and follow the teacher's instruction and the teacher trained the students to more understand about the material by their friend's answer.

### c) Listen and Match

The teacher used the picture to practice listening to the students. The teacher read vocabularies and the students gave attention to images on their textbook.

## 2) Speaking Activities

### Question and Answer

Based on the observation, the teacher trained the students to answer the question in full answer.

### 3) Writing Activities

#### a) Matching

Based on the observation, the teacher trained the students to match the right vocabulary based on the picture.

#### b) Delayed Copying Book

The students wrote down the material and trained short term visual memory.

#### c. The Teaching Material

The materials on teaching hobby and telling time were taken from *Buku Kreatif Berbahasa Inggris Kelas Lima*. The material was a very important thing in the process of teaching and learning. The teacher gave the students a concrete thing when teaching about vocabulary. For example when the teacher taught profession in the classroom, the teacher brought some pictures about profession in the classroom and showed the picture with that in order the students understood the material easily.

#### d. The Media of Teaching

In this research, the researcher finds that the teacher brought teaching media by herself, it was effective to teach young learners because the media as we know can make the young learners very attractive when seeing something new. It made the teaching and learning process conductive and progressive in this class.



## 2. The Problem Found in teaching Vocabulary

In teaching and learning vocabulary the teacher faced the problem such as; there were some students who were lack in writing, pronunciation and memorizing. The other problem was students' different characteristics and ability.

## 3. The Solution of the Problem

Based on the observation and interview, the researcher knows that there were some ways to cover the problem faced by the students and the teacher. The solution done by teacher can be seen as follows:

- a. Concerning with the students with kinds of characteristic, the teacher just did the discussion or questioning with the students. She walked around to control and monitor the students. She gave advice, motivation and even instruction in doing the task. Indirectly, the teacher applied teacher-centered as method to avoid the chaos in the class.
- b. There were some students who had lower ability than others. The teacher gave them an extra time, offer the students to practice again until they understood the material.
- c. Concerning with the difficulties faced by the teacher, the teacher taught by using various pictures and also the recommended using song and game, the teacher brought some pictures to make students more enjoy and understand.

- d. The students also felt difficult in writing and pronunciation. Their teacher helped them to solve that problem by asking them to apply the vocabularies which had been given.

## **B. Suggestion**

Based on the finding of the research, the writer would like to give the suggestion for the students and the English teacher as follows:

### **1. For the students**

They have to be more active in learning English, pay much more attention to the teacher, and always practice English at school and at home. The students may ask questions if they have difficulties and never forget to do homework. Then be the best of the best student with more creative and innovative not just learn something but find something, find something new and dedicate your life to giving many kinds for the others, especially to your parents at home, don't make them disappointed, make them proud of you.

### **2. For English teacher**

They have to be more creative such as using games, picture or song in teaching vocabulary in teaching vocabulary. Adding some media is a better way in teaching vocabulary. The materials should not be merely transferred from teacher to students, but they must be packed in something interesting just like games, picture or song that can attract students' attention, so that the students seem to learn more quickly and retain the learned materials better in a stress-free and comfortable

environment. Young learners are still difficult to distinguish between things that are concrete and the abstract. So at the time of introducing English language to children, should be preceded concrete things before heading to the things that are abstract. Activities for children also have to involve the cognitive aspects and body movements. Many objects that can be used to provide information on the environment with objects that exist around them.

3. For the researcher or readers

The researcher hopes that this research will be useful for readers and improve her knowledge about teaching and learning vocabulary.

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