



**TEACHING AND LEARNING VOCABULARY
AT THE FOURTH GRADE
ELEMENTARY SCHOOL 2 DEMAAN KUDUS 2013/2014**

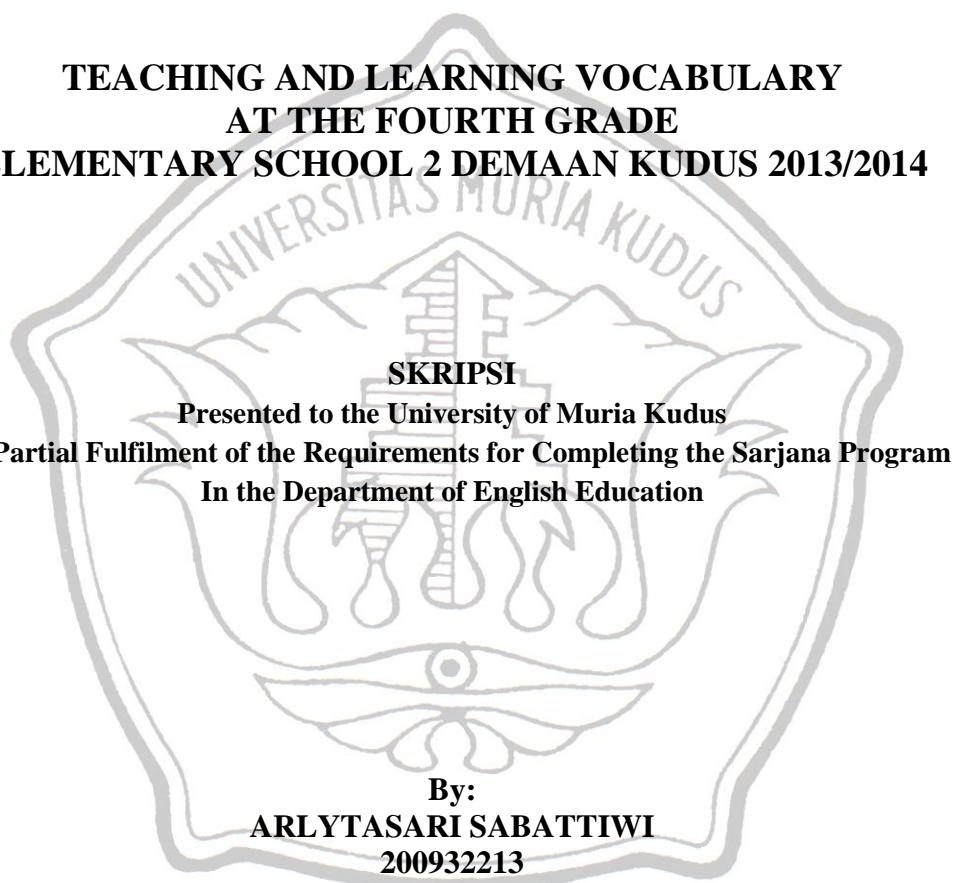


**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2015**





**TEACHING AND LEARNING VOCABULARY
AT THE FOURTH GRADE
ELEMENTARY SCHOOL 2 DEMAAN KUDUS 2013/2014**



**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2015**

MOTTO AND DEDICATION

"The fear of the Lord is the beginning of knowledge,
but fools despise wisdom and instruction"
(Proverbs 1: 7)

"But seek first the kingdom of God and His righteousness,
then all these things will be added unto you"
(Matthew 6: 33)

"Your dream doesn't have an expiration date,
take a deep breath and try again."

"Our job is to try as best as possible, leave the results to God"

I would like to dedicate this skripsi to:

- My Lord, my Savior, Jesus Christ -
- My beloved Father (in memoriam), the best father I ever had -
- My beloved Mother for her endless love -
- My beloved Grandmother
- My beloved fiance
- Little Family of My Brother

... I love you all ...

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Arlytasari Sabattiwi has been approved by the advisors for further approval by the Examining Committee.

Kudus, 4 September 2015

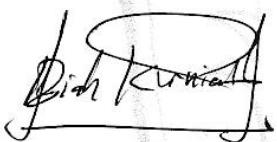
Advisor I



Agung Dwi Nurcahyo, SS, M. Pd

NIS. 0610701000001187

Advisor II

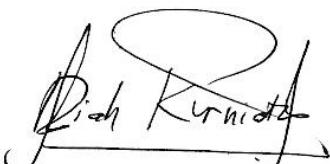


Diah Kurniati, S.Pd, M.Pd

NIS. 0610701000001190

Acknowledged by

Head of English Education Department.



Diah Kurniati, S.Pd, M.Pd

NIS. 0610701000001190

EXAMINERS' APPROVAL

This is to certify that the skripsi of Arlytasari Sabattiwi (NIM 2009 32 213) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, 19 September 2015
Skripsi Examining Committee:

Agung Dwi Nurcahyo, SS, M. Pd

Chairperson

NIS. 0610701000001187

Diah Kurniati, S.Pd, M.Pd

Member

NIS. 0610701000001190

Drs. Muh. Syafei, M. Pd
NIP. 19620413 198803 1 002

Member

Atik Rokhayani, S.Pd, M.Pd
NIS. 0610701000001207

Member

Acknowledged by

The Faculty of Teacher Training and Education

Dean,



Dr. Slamet Utomo, M.Pd.

NIP. 19621219 198703 1 015

ACKNOWLEDGMENT

Thank God we raise to the Lord Jesus Christ, my Father, blessings and all the protection, wisdom and affection of his that never stops flowing and always accompanying, which is always given to the writer so that I can finish this final project. This final project is done to qualify graduation requirement in achieving the level of scholarly Tier One (S1) in Departement of English Education, Faculty of Teacher Training and Education, University of Muria Kudus.

The writer recognize the success in completing the task of writing this final project can't be separated from the support and assistance of various parties, both which directly or indirectly have helped. Therefore, on this occasion the writer would like to thank:

1. My lovely mother for all prayer, love, patience and as well as the support for a very meaningful life lessons that the author has the power to immediately complete the study and the most is for giving me the choice and chance to my future.
2. My father (in memoriam) for giving me the best memories.
3. Dr. Slamet Utomo, M.Pd., the Dean of Teacher Training and Education Faculty of Muria Kudus University and the first advisor who has guided me and supported me in finishing this research with a great patience.
4. Diah Kurniati, S.Pd., M.Pd, as the Head of English Education Department of Teacher Training and Education Faculty of Muria

Kudus University, and also as the second advisor who has given me her time and ideas in doing of my final project.

5. Agung Dwi Nurcahyo, SS,M.Pd, as the first advisor who gives his ideas and thoughts during completing this research.
6. The lecturers of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.
7. My love my fiance Budi Heru Krisnawan a lover, a friend, and a brother to me. Thank you for fill my days during college and provide vivid colors, for giving me an endless support and energy to help me finished my final project, spirit as well as the affection that I will never forget.
8. Little families of my brother, for their support and pressure so I can finish doing this research.
9. Silvi, Luluk, Hilda, and Frida for being good friends and giving me the beautiful memories to remain.
10. My Blue SupraX, which has been faithfully accompany and drive and explore the way wherever I gone.
11. All people I have met, seen, heard during of my lifetime.
12. As well as all those who did not mention one by one, which directly or indirectly helped in our demand science and finish this thesis. May God repay you guys. God bless you all.

The writer receives constructive criticisms and suggestions. Furthermore, I hope that this final project will be useful especially for those in the field of English teaching and learning.

Kudus,

September 2015



ABSTRACT

Sabattiwi, Arlytasari. 2015. *Teaching and Learning Vocabulary at The Fourth Grade Elementary School 2 Demaan Kudus 2013/2014, Skripsi*. English Education Department of Muria Kudus University. Advisor: (1) Agung Dwi Nurcahyo, SS, M.Pd (2) Diah Kurniati, S.Pd, M.Pd

Key words: *teaching and learning, English vocabulary, fourth grade*

English as an international language which is used in countries around the world, including Indonesia. The most fundamental thing to master English is vocabulary. It would be nice if introduced early vocabularies and techniques speak English. Therefore, Elementary School 2 Demaan Kudus subjects include English as a local content in school with the aim, so that students Elementary School 2 Demaan Kudus can develop themselves in English. Mastery of English language from an early age may be a provision for the future in the levels of the higher education level. Although, there are difficulties that happen to students when learning English.

This research is intended to 1) Describe the process of teaching and learning vocabulary at the fourth year students of Demaan 2 Elementary School; 2) identify difficulties faced by students in learning vocabulary; 3) identify and formulate the factors causing vocabulary learning difficulties; 4) investigate the strategies used by the teacher to solve difficulties in vocabulary learning.

The population is all of the 47 students of the fourth year. This study uses a study case qualitative method. In collecting the data, this study uses observation, questionnaire, and interview to elicit the data from the process of teaching and learning vocabulary. The technique of analyzing the data is interactive analysis model proposed by Miles and Huberman.

The result of the study show that 1) the process of teaching and learning vocabulary at the fourth class is conducted appropriately. However, there are many weakness which come from the students who have simple strategies, limited source and lack of readiness in their vocabulary learning; 2) there are four difficulties faced by the students in vocabulary learning, the percentages of which are 77% in translation, 85% in pronunciation, 75% in writing, and 61.7% in differentiation word classification. In the average, there 74.7% students who find difficulties in vocabulary learning; 3) there are two factors causing vocabulary-learning difficulties. They are the internal factor, which comes from the students and the external one which includes the family environment and the aspect of school; 4) there are many strategies used by the teacher to solve problem in vocabulary. In translation, she translated the words directly without consulting to the English dictionary. In pronunciation, she refreshed their memories by asking the classification of word in teaching and learning process. In addition, she always tries to improve her knowledge to find new innovation in English teaching. Unfortunately, she doesn't try new strategies in the delivery of content using superior instructional media, such as: language laboratory or LCD.

Through the result of this research, the research has given the contribution difficulties teaching and learning vocabulary to young learner. This skripsi is able to be used to manage the proper words in delivering someone's feeling and point of views about something common and particular topic. Through this research, students can learn and use modality in daily life more appropriately and effectively, for further researchers as a resource to conduct a research, and for common readers to improve their communication.



ABSTRAKSI

Sabattiwi, Arlytasari. 2015. Mengajar dan Belajar Kosakata di Kelas IV Sekolah Dasar 2 Demaan Kudus 2013/2014, Skripsi. Program Studi Pendidikan Bahasa Inggris.Fakultas Keguruan dan Ilmu Pendidikan.Universitas Muria Kudus. Advisor: (1) Agung Dwi Nurcahyo, SS, M.Pd (2) Diah Kurniati, S.Pd, M.Pd

Kata kunci: *belajar dan mengajar, kosa kata bahasa Inggris, kelas empat*

Bahasa Inggris sebagai bahasa internasional yang digunakan di negara-negara di seluruh dunia, termasuk Indonesia. Hal yang paling mendasar untuk menguasai bahasa Inggris adalah kosa kata. Akan lebih baik jika lebih awal diperkenalkan kosakata dan teknik berbahasa Inggris. Oleh karena itu, mata pelajaran SD 2 Demaan Kudus meliputi Bahasa Inggris sebagai muatan lokal di sekolah dengan tujuan, agar siswa Sekolah Dasar 2 Demaan Kudus dapat mengembangkan diri dalam bahasa Inggris. Penguasaan bahasa Inggris sejak usia dini mungkin menjadi bekal untuk masa depan di tingkat tingkat pendidikan tinggi. Meskipun, ada kesulitan yang terjadi pada siswa ketika belajar bahasa Inggris.

Makalah penelitian ini dimaksudkan untuk 1) Mendeskripsikan proses mengajar dan belajar kosa kata pada siswa tahun keempat Demaan 2 Sekolah Dasar; 2) mengidentifikasi kesulitan yang dihadapi oleh siswa dalam belajar kosakata; 3) mengidentifikasi dan merumuskan faktor penyebab kesulitan belajar kosakata; 4) menyelidiki strategi yang digunakan oleh guru untuk memecahkan kesulitan dalam belajar kosakata.

Populasi adalah semua siswa dari 47 tahun keempat. Penelitian ini menggunakan metode studi kasus kualitatif. Dalam pengumpulan data, penelitian ini menggunakan observasi, angket, dan wawancara untuk memperoleh data dari proses mengajar dan kosa kata belajar. Teknik analisis data adalah model analisis interaktif yang diusulkan oleh Miles dan Huberman.

Hasil penelitian menunjukkan bahwa 1) proses pengajaran dan kosa kata belajar di kelas keempat dilakukan dengan sewajarnya. Namun, ada banyak kelemahan yang berasal dari siswa yang memiliki strategi sederhana, sumber terbatas dan kurangnya kesiapan dalam pembelajaran kosa kata mereka; 2) ada empat kesulitan yang dihadapi oleh siswa dalam belajar kosakata, yang persentase dari 77% dalam terjemahan, 85% dalam pengucapan, 75% secara tertulis, dan 61,7% dalam klasifikasi kata diferensiasi. Dalam rata-rata, ada 74,7% siswa yang mengalami kesulitan dalam belajar kosakata; 3) ada dua faktor yang menyebabkan kesulitan kosakata-learning. Mereka adalah faktor internal, yang berasal dari mahasiswa dan satu eksternal yang meliputi lingkungan keluarga dan aspek sekolah; 4) ada banyak strategi yang digunakan oleh guru untuk memecahkan masalah dalam kosa kata. Dalam terjemahan, ia menerjemahkan kata-kata secara langsung tanpa berkonsultasi ke kamus bahasa Inggris. Dalam pengucapan, dia menegarkan kenangan mereka dengan meminta klasifikasi kata dalam proses

belajar mengajar. Selain itu, dia selalu berusaha untuk meningkatkan pengetahuan untuk menemukan inovasi baru dalam pengajaran bahasa Inggris. Sayangnya, dia tidak mencoba strategi baru dalam penyampaian materi menggunakan media pembelajaran yang unggul, seperti: bahasa laboratorium atau LCD.

Melalui hasil penelitian ini, penelitian telah memberikan kontribusi kesulitan mengajar dan belajar kosakata untuk pelajar muda. Skripsi ini dapat digunakan untuk mengelola kata-kata yang tepat dalam memberikan perasaan dan titik pandangan seseorang tentang sesuatu yang umum dan topik tertentu. Melalui penelitian ini, siswa dapat belajar dan menggunakan modalitas dalam kehidupan sehari-hari lebih tepat dan efektif, untuk peneliti selanjutnya sebagai sumber daya untuk melakukan penelitian, dan untuk pembaca umum untuk meningkatkan komunikasi mereka.



TABLE OF CONTENTS

	PAGE
COVER	i
LOGO	ii
TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINER' APPROVAL	vi
ACKNOWLEDGMENT	vii
ABSTRACT	x
ABSTRAKSI	xii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xviii
LIST OF APPENDICES	xix

CHAPTER I INTRODUCTION

1.1 Background of the Research	1
1.2 Statements of the Problem.....	3
1.3 Objectives of the Research	4
1.4 Significance of the Research	4
1.5 Scope of the Research	5
1.6 Operational Definition.....	5

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 General Concept of Vocabulary	6
2.1.1 The Notion of Vocabulary	6
2.1.2 Kind of Vocabulary	7
2.1.3 The Importance of Vocabulary	7

2.1.4 Vocabulary Learning Strategies	9
2.1.5 Factor Affecting Vocabulary Mastery	10
2.1.6 Factor Influencing Learning Achievement	11
2.2 Teaching English in Elementary School 2 Demaan Kudus	13
2.2.1 Characteristic of the Fourth Grade Elementary School Students in 2 Demaan Kudus	14
2.3 The Teaching of Vocabulary	15
2.4 The Young Learner	16
2.4.1 Definition of Young Learner	16
2.4.2 Characteristic of Young Learner.....	17
2.4.3 Young Learner's Difficulties in Learning English	19
2.5 Learning Vocabulary	20
2.6 Previous Research	22
2.7 Theoretical Framework	22

CHAPTER III METHOD OF THE RESEARCH

3.1 Design of the Research.....	24
3.2 Data and Data Source	26
3.3 Data Collection.....	26
3.4 Data Analysis	28

CHAPTER IV FINDINGS OF RESEARCH

4.1 The Process of Teaching and Learning English Vocabulary of The Fourth Grade Students of Elementary School 2 Demaan Kudus	30
4.2 The Difficulties Faced by The Fourth Grade Students of Elementary School 2 Demaan Kudus	33
4.3 The Factor Causing Vocabulary Learning Difficulties on Fourth Grade Students of Elementary School 2 Demaan	35
4.4 The Strategies are Used by The Teacher to Solve The Students Difficulties in Vocabulary Learning	44

CHAPTER V DISCUSSION

5.1 The Process of Teaching and Learning English Vocabulary of The Fourth Grade Students of Elementary School 2 Demaan Kudus	45
5.2 The Difficulties Faced by The Fourth Grade Students of Elementary School 2 Demaan Kudus.....	49
5.3 The Factor Causing Vocabulary Learning Difficulties on Fourth Grade Students of Elementary School 2 Demaan	54
5.4 The Strategies are Used by The Teacher to Solve The Students Difficulties in Vocabulary Learning	61

CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion	65
6.2 Suggestion	67

REFERENCES	69
APPENDICES	70
STATEMENT	81
CURRICULUM VITAE	82



LIST OF TABLE

Table	Page
4.1 The Result Rubric Observation of The Process of Teaching And Learning English Vocabulary at The Fourth Grade Students of Elementary School 2 Demaan Kudus in 2013/2014	31
4.2 The Result Questionnaire The difficulties of Vocabulary at Fourth Grade Students Elementary School 2 Demaan Kudus 2013/2014	33
4.3.1 The Result Questionnaire The Factor Causing Vocabulary Learning Difficulties on Fourth Grade Students of Elementary School 2 Demaan Kudus in 2013/2014	35
4.3.2 The Result Questionnaire The Factor Causing Vocabulary Learning Difficulties on Fourth Grade Students of Elementary School 2 Demaan Kudus in 2013/2014	40

LIST APPENDICES

Appendix		Page
1.	List Name of Fourth Grade Students at Elementary School 2 Demaan Kudus in Academic Year 2013/2014	72
2.	The Rubic Observation of The Process of Teaching and Learning English Vocabulary at The Fourth Grade Students of Elemetary School 2 Demaan Kudus 2013/2014	74
3.	Questionnaire about The Difficulties of Vocabulary	76
4.	Questionnaire about The Factor Causing Vocabulary Learning Difficulties	78
5.	Interview to Students	80