

TEACHER'S STRATEGIES IN TEACHING VOCABULARY AT SD
NEGERI MENDUNGAN 2 YOGYAKARTA: A CASE STUDY

A skripsi

Submitted to the Faculty of Language Education
in a Partial Fulfillment of the Requirements
for the Degree of
Sarjana Pendidikan



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May 2015

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I declare that this is a true copy of my *skripsi*, including any final revisions, as approved by my *skripsi* committee and the Faculty of Language Education, and that this *skripsi* has not been submitted for a higher degree to any other University or Institution.

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Acknowledgement

- ❖ Firstly, in the name of Allah the most gracious and the most merciful, all thanks to Allah Subhanahu wa Ta'ala for giving me strength and ability to complete this study.
- ❖ I dedicate this work and give special thanks to my father Husni Thamrin and my mother Amyani, and also my sister Chusnul Chotimah and My young brother Muhammad Arceri.
- ❖ I'm also indebted to all lectures of English Education Department for their help and support me in the lecture especially Mr. Jati Suryanto and Mr. Gendroyono as my supervisors, and my previous supervisor is Mr. Puthut Ardianto.
- ❖ I also thank you to my beautiful examiner, Miss Sri sudarsi.
- ❖ I thank many people who have helped me conduct and report this research into a *skripsi*. This undergraduate thesis would not be completed without any help from them.
- ❖ My beloved friends, Megawati, Ayuk Yusni, Sernawati, Arin, Mei, Yanti, Esa, Elan, kak eka, pita, Kak Uci, Nini, Yuni, Princess Wida, Anisa, Lia, Novianti, Nitha and all PBi student's 2010. My Brother Muhammad Ridho (Aido-Cikido), Deniz Balweel's family, and also MI Belitung, Forza Milan..!!. Thank you for your prayer and supports, Love you full guys.

Abstract

Dina.Andriantini 2010 *Teacher's strategies in teaching vocabulary at SD Negeri Mendungan 2 Yogyakarta*. English Education Department. Universitas Muhammadiyah Yogyakarta.

In process of learning English vocabulary, the teacher needs to use many strategies to help students understand vocabulary. Therefore, this research aims at investigating the teacher's strategies on teaching vocabulary. In addition, the goal of this research is also to know how the teacher implements her vocabulary teaching strategies in the classroom.

To obtain the data, the researcher employed qualitative approach with interview and observation as the data collecting instruments. The respondent of this research was the English teacher at SD Negeri Mendungan 2 Yogyakarta. After the data have been obtained, the researcher analyzed the result by transcribing and categorizing the data. The result of this research showed that the teacher has six strategies that she implements in teaching vocabulary. The strategies are teacher spent time for teaching vocabulary, teacher used sources for encountering new words, teacher repeated or drilled vocabulary, teacher explained vocabulary orally and written, teacher clarified vocabulary and teacher used LKS (*Students' worksheet*). The implementation of the six strategies are teacher taught vocabulary from the

beginning to end of the class, the teacher the students to used bilingual dictionary to find out the meaning of words and also sometimes use songs and flashcard in teaching vocabulary, teacher repeated the vocabulary and asked to students repeat after her, the teacher presented the vocabulary orally and wrote down the words on whiteboard when the students asked the words they did not know, teacher asked the students to guess the meaning of vocabulary first and then clarified to other students, the teacher asked the students to used LKS in doing assignments to improve their vocabulary.

Key words: Vocabulary, learning strategies, strategies on teaching vocabulary.

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CHAPTER ONE

Introduction

In this chapter the researcher will discuss about background of the study, statement of the problem, limitation of the problem, objective of the study, research question, and significance of the study.

Background of the Study

The capability to comprehend English becomes very important in Indonesia since nowadays English has been widely spread in public places such as in airports, markets, schools, hospitals, restaurants, train stations and shopping centers. As a foreign language in Indonesia, English is seriously learned by many Indonesian to build a good relationship among countries in this globalization era. However, in learning English, there are constraints faced by learners, for example the lack of vocabulary mastery.

If English is described as a human skeleton, it will never work if there are no moving skeletal nerves. Similarly, in learning English, if the grammar is considered as the skeleton and the vocabulary is the nerves, they have to work together in order to be able to function well. If we only master the English grammar without its vocabulary, we will not be able to use English well. According to Krashen and Terrel (1983) vocabulary is the basic knowledge for beginners in learning English and knowing English. Therefore mastering vocabularies becomes basic needs for those who want to learn English.

In process of teaching English vocabulary, learners need a facilitator who will help them achieve well, namely “teacher”. According to Isjoni (2009), a teacher has an important role as an educator, who can be very influential toward the achievement and ability of his/her students. Actually, providing students to find the vocabulary in the dictionary and then having

them memorize is good enough to help them improve their vocabulary mastery. Unfortunately, many teachers said that most of the students feel bored and lazy to look up their dictionary to find difficult vocabulary. Thus, it affects the ability of the students to understand English. Therefore, a teacher must be able to create a creative and interest strategies in teaching vocabulary. According to Gulo (2005), the quality of teaching depends on the selection of appropriate strategies for the goal to be achieved, particularly in developing creativity and innovative attitude of learners. It is one part that becomes a reason why the researcher wants to reveal how the teacher implements her strategies in teaching vocabulary at SD Negeri Mendungan 2 Yogyakarta.

Statement of the Problem

According to the explanation above, the teacher should used interesting strategies in teaching vocabulary in order to make them comfortable and enjoy learning vocabulary. Thus, the researcher wants to research how the teacher implements her strategies in teaching vocabulary at SD Negeri Mendungan 2 Yogyakarta.

Objectives of the Study

The objectives of this study are:

1. To know what are the strategies implemented by the teacher.
2. To know the teacher implementation of her strategies when teaching vocabulary.

Research questions

Based on the background above, it can be formulated as follows:

1. What are the strategies implemented by the teacher in teaching vocabulary at SD Mendungan 2?

2. How does the teacher implement her strategy when teaching vocabulary?

Significance of the Study

There are some benefits of this study. The benefits are:

For Teachers. The researcher expects this research can be able to add the knowledge of strategies teaching vocabulary to improve student's vocabulary mastery in the learning process.

For Students. The researcher expects this research can assist students to improve their vocabulary mastery.

For Future Researcher. This research can help future researchers who want to study the same subject.

For Institution. The Conference of Subject Teachers (MGMP) : this research contribute to the conference of subject teachers in which the teacher in developing interactive teaching strategies, inspiring, challenging, and motivating the students to participate actively. For English Education Department UMY, this research is able to motivate all of students in EED UMY in order to become creative teachers in the future.

The Outline of the Research

This research consists of five chapters. The first chapter is introduction consisting of Background of the study, Statement of the problem, Objective of the study, Research Question, Significance of the study, and Outline of the Research. The second chapter consists of the literature review.

This chapter consists of some theories that related to the study. The third chapter is the methodology. This chapter will discuss about research type, research setting participants, technique of collecting the data, and technique of data analysis. The fourth chapter is findings and discussion. This chapter will discuss about main problem in this research and discuss about

teacher's strategies in teaching vocabulary. The last chapter is conclusion and suggestion. This chapter concludes the study and provides suggestion.