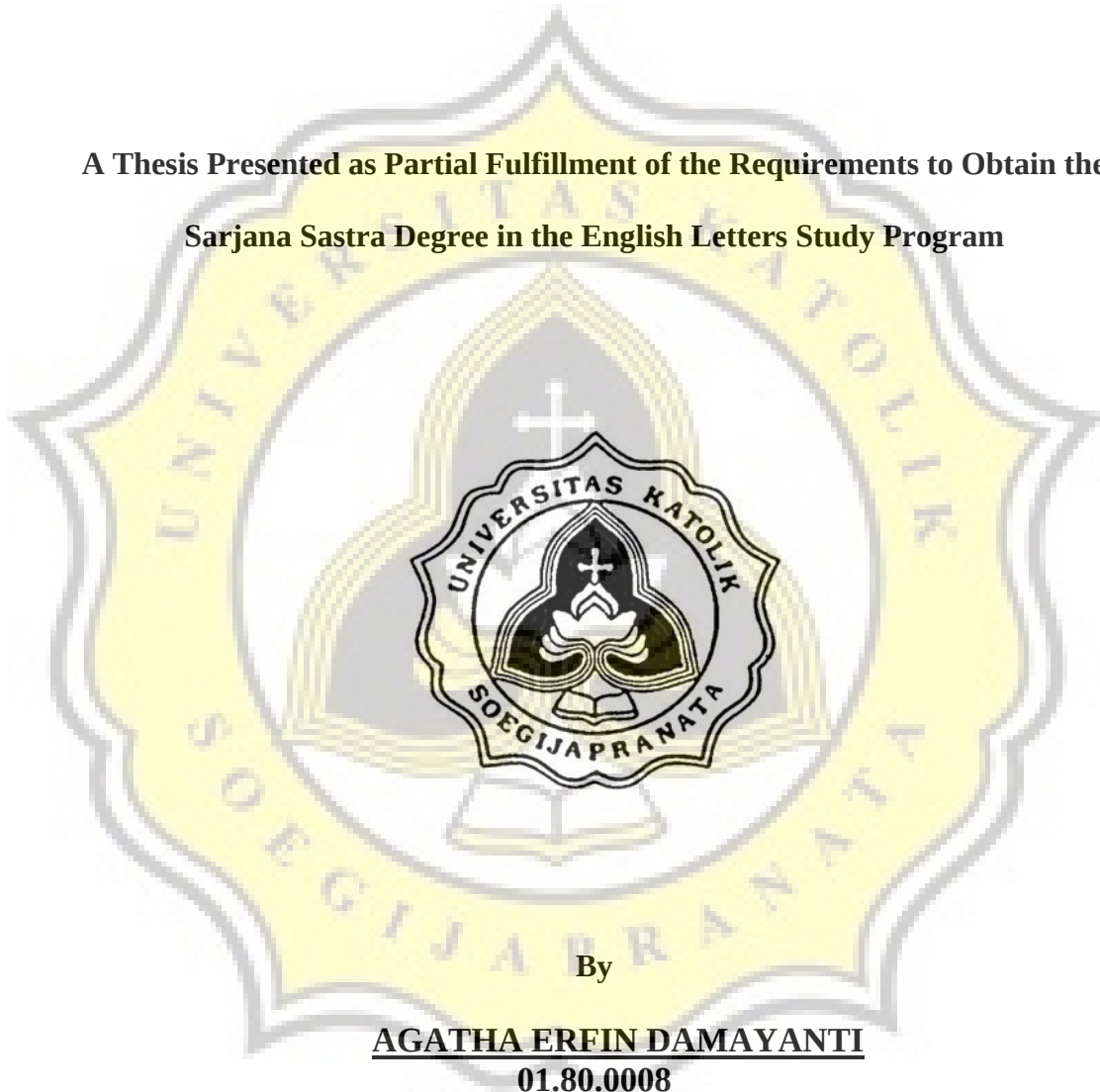


**A STUDY ON TECHNIQUES USED BY 4TH GRADE ENGLISH
ELEMENTARY SCHOOL TEACHERS IN UNGARAN
IN TEACHING VOCABULARY AND THE PROBLEMS IN
APPLYING SUCH TECHNIQUES**

**A Thesis Presented as Partial Fulfillment of the Requirements to Obtain the
Sarjana Sastra Degree in the English Letters Study Program**



**ENGLISH LETTERS STUDY PROGRAMME
FACULTY OF LETTERS
SOEGIJAPRANATA CATHOLIC UNIVERSITY
SEMARANG**

THESIS ON
A STUDY ON TECHNIQUES USED BY 4TH GRADE ENGLISH
ELEMENTARY SCHOOL TEACHERS IN UNGARAN
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SUCH TECHNIQUES

By

AGATHA ERFIN DAMAYANTI

01.80.0008

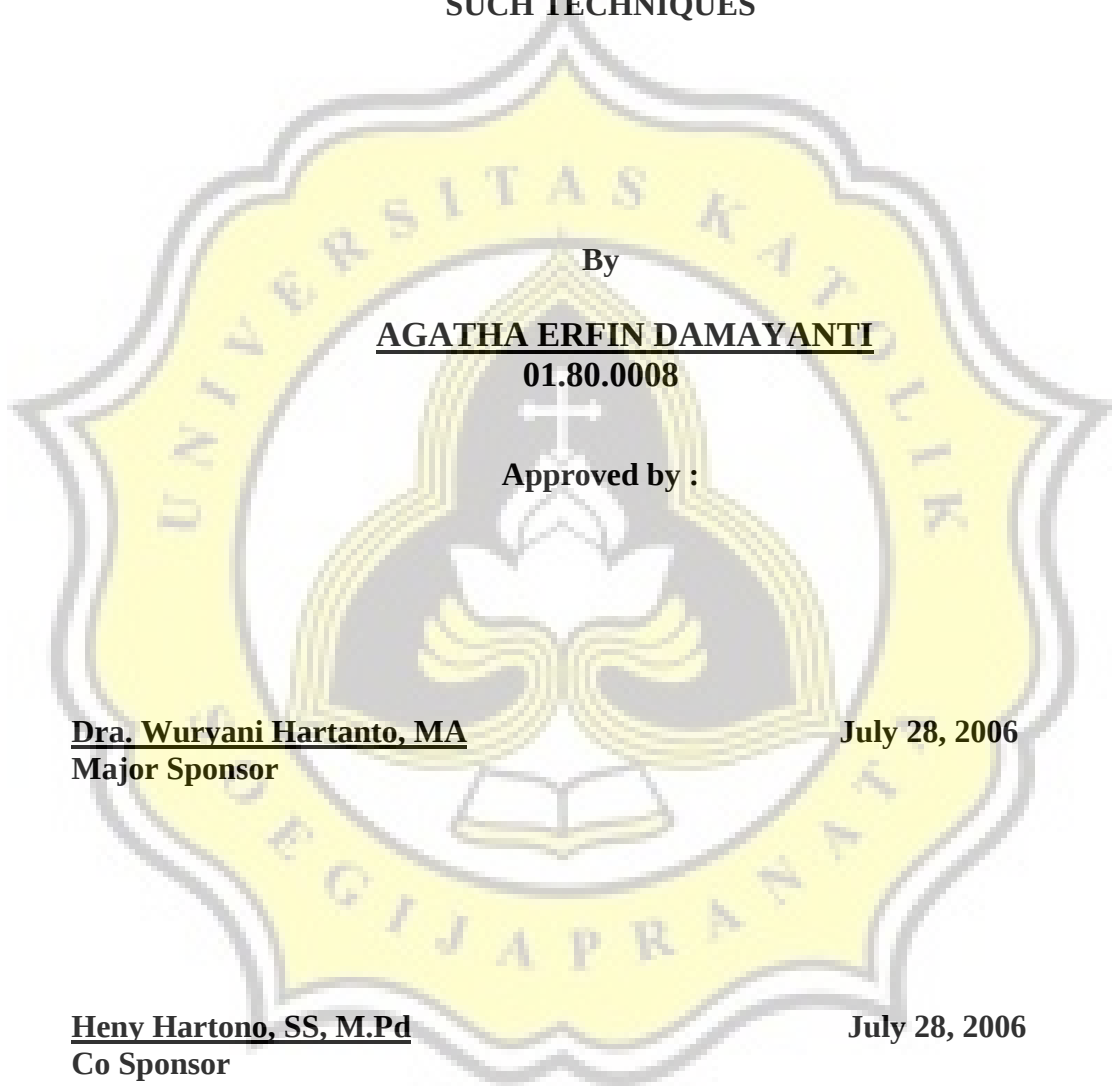
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The writer realizes that there are still many weakness and mistakes in this thesis. Therefore, all criticisms and suggestions for its improvement are highly appreciated.

Semarang, July 25, 2006
Agatha Erfin Damayanti

ABSTRACT

The background underlying this research is the importance of learning English in following the rapid growth of modern science and advanced technology. In learning a language, automatically we have to deal with vocabulary. If we master the vocabulary, then we can start to speak English regardless of the grammar. On the other hand, a good mastery of grammar does not guarantee us to speak English well, because when structure is the skeleton of a language, the vocabulary is the vital organ and the flesh (Harmer, 1992:153). In teaching vocabulary to elementary school pupils, we have to concern about what makes children interested. Due to that reason, teachers as motivators have to be able to apply appropriate and enjoyable teaching techniques in their teaching. So, the pupils will be interested in learning and they can understand the lessons easily.

The respondents of this research were thirty-two English teachers of elementary schools in Ungaran. There are some purposes in doing this research. Firstly, to find out the techniques used in teaching vocabulary at some elementary schools in Ungaran. Secondly, to find out the problems that teachers faced when applying certain techniques in teaching vocabulary to some fourth grade elementary schools in Ungaran.

The investigation is conducted through questionnaires, interviews and classroom observation. The analysis is done by descriptive statistics method. The results of the analysis show that the main teaching techniques that the teachers used were repetitions, reading textbooks, reading aloud together, and memorizing new words. The internal problems that teachers got were the large number of pupils in one class because each class contained more than 40 pupils, limited preparation to apply certain teaching techniques, not enough space in doing certain activities, and mostly lack of time in applying certain teaching techniques. Interestingly, it was also found that there were some external problems which the teachers faced in teaching vocabulary, there were pupils had difficulties using the new words in the right contexts, problems in spelling the new words, difficulties in pronouncing the new words, English was still likely to be regarded strange by elementary school pupils, pupils easily to get bored in learning English words. They got frustrated easily if they failed to find the meanings of the new words that they were learning. They were not interested in learning English words, they considered English difficult to learn, and they got difficulties remembering new words.

ABSTRAK

Latar belakang yang mendasari penelitian ini adalah pentingnya pembelajaran Bahasa Inggris dalam mengikuti perkembangan yang sangat cepat di dunia ilmu pengetahuan moderen dan perkembangan teknologi. Dalam mempelajari bahasa, kita harus fokus dengan kosa kata. Jika kita menguasai kosa kata bahasa tersebut, maka kita dapat mulai berbicara Bahasa Inggris tanpa terlalu mempedulikan tata bahasanya.

Pada sisi lain, pemahaman tata bahasa yang bagus tidak menjamin kita dapat berbicara bahasa Inggris dengan baik, karena ibaratnya tata bahasa adalah kerangka dari bahasa, sedangkan kosa kata adalah organ vitalnya (Harmer, 1992:153)

Dalam pengajaran kosa kata pada murid-murid SD kita harus fokus pada bagaimana membuat murid lebih tertarik. Oleh karena itu, guru sebagai seorang pemberi motivasi harus bisa menerapkan teknik pengajaran yang tepat dan menyenangkan pada proses pembelajarannya. Maka, murid akan lebih tertarik untuk belajar dan mengerti dengan mudah.

Responden penelitian ini terdiri dari tiga puluh dua guru bahasa Inggris di SD Ungaran. Ada beberapa tujuan dalam melakukan penelitian ini. Pertama, untuk mengetahui teknik-teknik yang di gunakan dalam pengajaran kosa kata pada beberapa SD di Ungaran. Kedua, untuk mengetahui masalah-masalah yang di hadapi oleh guru ketika mereka menerapkan beberapa teknik dalam pengajaran kosa kata pada kelas IV SD di Ungaran.

Penelitian dilakukan melalui kuesioner, wawancara, dan observasi. Analisis dilakukan dengan metode deskriptif statistik. Hasil analisa menunjukkan bahwa teknik pengajaran yang selalu digunakan oleh guru adalah pengulangan kata, membaca buku, membaca dengan keras, menghafal kata-kata baru. Masalah internal yang di hadapi oleh guru adalah mereka mendapatkan kelas dengan murid yang banyak lebih dari 40 murid dalam satu kelas, persiapan yang sangat sempit untuk menerapkan teknik-teknik mengajar, tidak adanya tempat yang luas untuk melakukan aktifitas tertentu, dan yang paling banyak adalah kurangnya waktu untuk menerapkan teknik mengajar kosakata. Di sisi lain, masalah eksternal yang di hadapi guru-guru dalam mengajar kosa kata bahasa Inggris adalah murid-murid menghadapi kesulitan dalam menggunakan kata-kata baru dalam konteks yang benar, masalah dalam mengeja kata-kata baru, kesulitan dalam mengucapkan kata-kata baru, bahasa Inggris merupakan hal yang menakutkan bagi murid-murid SD, murid-murid SD juga mengalami kebosanan dalam mempelajari kata-kata baru dalam bahasa Inggris. Mereka juga sering frustrasi apabila gagal menemukan arti kata-kata baru yang sedang mereka pelajari. Mereka juga tidak tertarik dalam mempelajari kata-kata bahasa Inggris, cenderung berfikir bahwa Inggris sulit untuk dipelajari, dan yang terakhir mereka mengalami kesulitan dalam mengingat kata-kata baru.

TABLE OF CONTENTS

PAGE OF TITLE	i
PAGES OF APPROVAL	ii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
ABSTRAK	vi
TABLE OF CONTENTS	vii
 CHAPTER 1 INTRODUCTION	 1
1.1. Background of the study	1
1.2. Field of the study	4
1.3. Scope of the study	4
1.4. Problem formulation	5
1.5. Objective of the study	5
1.6. Significance of the Study	5
1.7. Definition of Terms	6
 CHAPTER 2 REVIEW OF LITERATURE	 7
2.1. The Importance of Vocabulary	7
2.2. Child Language Acquisition	8
2.3. The English Language Teaching for Children	10
2.4. Some Vocabulary Teaching Technique for Children	14
 CHAPTER 3 RESEARCH METHODOLOGY	 23
3.1. Method of Data Collection	23
3.1.1. Participants	25
3.1.2. Procedure	27
3.2. Method of Data Analysis	27
3.2.1. The Interpretation of the Questionnaire	28
3.2.2. The Interpretation of the Observation	29

3.2.3. The Interpretation of Interviews	29
3.3. General Interpretation	30
CHAPTER 4 DATA ANALYSIS AND INTERPRETATION	31
4.1. Results of the Questionnaires	31
4.1.1. The Analysis of teaching techniques used in teaching English vocabulary in some elementary schools in Ungaran	32
4.1.2. The analysis of problems which the teachers faced when applying certain techniques in teaching vocabulary to some 4 th grade elementary schools in Ungaran	43
4.1.3. Types of problems in teaching English vocabulary	52
4.2. The Results of The Observation	56
4.3. Results of the Interviews	57
Chapter 5 CONCLUSION AND SUGGESTION	59
BIBLIOGRAPHY	63
APPENDICES	

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