



**A STUDY ON TEACHING VOCABULARY TO THE TENTH GRADE STUDENTS OF
SMK MUHAMMADIYAH 1 KEDIRI
IN ACADEMIC YEAR 2015/2016**

THESIS

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Abstract

Vocabulary is an important part of language elements, it means that it is very urgent to know the vocabulary to make communication to be more effective, when we didn't know about the mean of vocabulary our communication will stop for a while. Some of students very difficult to memorize the vocabulary in english learning. They sometimes ever hear the of vocabulary but they didn't know about the meaning. This is what makes the researcher to used this research. SMK Muhammadiyah 1 Kediri as the subject of this research on teaching vocabulary

In this research writer used Qualitative in approach to describe how the teacher teaching vocabulary to the senior high school student, especially to the tenth grade students' of SMK Muhammadiyah 1 Kediri. Kothari (2004:2) said that Qualitative approach to the research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher's insights and impressions.

The researcher used interview, observation, and documentation to collect the data. From instruments above the researcher got result. From interview the researcher want to know how the teacher preparation before teaching learning process, the teacher prepared lesson plan and all the things that she needed to teach the students. The result of the observation, teacher used lecturing technique to teach the students. The teacher asked the students to memorize some new vocabularies to motivate them vocabulary in mastering vocabulary.

In interview the researcher asked about preparation of the teacher before started teaching learning process, and the teacher said she always prepared lesson plan, syllabus, worksheet, and all things that she needed in teaching learning process. The teacher used memorizing technique in teaching vocabulary in the beginning of the class. Teacher asked the students to memorize at least three vocabularies a day. This technique was very useful for the students, to master new vocabularies

Based on the result of the research, it can be concluded that by using memorization technique the students easily got in mastering new vocabularies. It also made the teacher easy to teach new vocabularies to the students'.

Keywords: Teaching and Vocabulary

I. INTRODUCTION

Vocabulary is an important
part of language elements, it means that it is

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Some people considered that vocabulary is simple in part communication, and they always forget to know what the meaning of each vocabulary, they always focussed on grammatical. Pikulski and Templeto (2004:1)

define that vocabulary is the sum of words used by, understood by, or at the command of particular person or a group. There are two way to understand meaning of vocabulary, there are formal learning, and informal learning, formal learning means students understand meaning of vocabulary by teacher's instruction, and informal learning students understand meaning by nature to understand meaning of each word.

On this research focused on teaching vocabulary and how teacher teach vocabulary to student. Purpose of this research is to present how teacher to teach vocabulary. Vocabulary teaching are that it can provide help when learners feel it is most needed. Learning vocabulary is fundamentally about learning definition of word.

Concerning to the vocabulary mastery, having ability in mastering vocabulary help to improve in learning English. Teaching vocabulary in foreign

language is not easy. The difference

between native language and target language, native language, differences give special challenge to the learners. It can also influence to the students' learning process. Sometimes, they feel difficult to recognizing the words, confusing in complicated sound system, recognizing the word meaning, word order, also pronouncing the words. It can happen because of the lack equivalence between native and target language that learned.

Every teacher has different way to lead student to find meaning of vocabulary. This is particularly true for vocabulary teaching that occurs in the context of message focused activities involving listening, speaking, reading and writing, and where the teaching deals with items that learners see as being very relevant for the activity.

II. THEORETICAL FRAMEWORK

In this chapter writer wants to explain about definition of vocabulary in order to understand language in communication. Lynne Cameron (2001: 72) states that "vocabulary is central to the

learning of a foreign language at primary level”, on that statement means vocabulary very important to teach foreign language to students on primary level, especially to seventh grade students’ because seventh grade students’ has basic ability of english.

. The term vocabulary has a range of meanings. For example, some teachers use the term to mean sight-word vocabularies, referring to students’ immediate recognition of words in print; other teachers refer to words students understand as their meaning vocabularies. Still other teachers use the term to mean listening vocabularies, or students’ understanding of words that they hear in the spoken language. Content teachers use the term academic vocabulary to refer to content-specific words. Within this section, we use the term vocabulary to refer to students’ understanding of oral and print words. Vocabularies include conceptual knowledge of words that goes well beyond a simple dictionary definition. Students’ vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn

examples and nonexamples of the word and related words, and use the word accurately within the context of the sentence (Snow, Griffin, & Burns, 2005). Why is vocabulary development such an important aspect of a student’s academic life? Think about the relationship of vocabulary to overall literacy development. A number of studies have shown that vocabulary size in young children is a strong predictor for success in later grades: The larger the children’s vocabularies in the primary grades, the greater their academic achievement in the upper grades. The National Reading Panel (NRP; National Institute of Child Health and Human Development, 2000) analyzed scientific studies that led them to conclude that readers’ vocabulary is strongly related to their understanding of text. The NRP explained that when students are taught key words before reading text, they have greater comprehension than students who do not receive such instruction. Clearly, the preponderance of such evidence led the NRP to emphasize vocabulary instruction as an essential element of the literacy program.

Reflecting on the nature of Student's learning of words confirms the strong relationship between vocabulary and comprehension and calls attention to the prominent place that vocabulary instruction should hold in the literacy program. Research related to vocabulary instruction and word knowledge shows that there is a robust correlation between knowing words and comprehending text (Beck, McKeown, & Kucan, 2008). Many educators feel that a strong vocabulary program just makes sense. Consider that words are labels for their meanings and when we know a word, we know what it represents. Some words are more complex than others, having multiple meanings, while others are conceptually rich and networked to countless other words. There are those words that may have different syntactic uses depending on their context within a sentence. For example, the word run can be used as a noun or a verb. Thus, learning a new word takes place over time. As students hear and read the word in many different contexts, their understanding and use of the word will develop and increase. Thus, the students within our classroom may have an understanding of a word, but the degree to which they know a word may differ. The Partnership for Reading has used the following three levels to describe students' knowledge for word meanings

III. RESEARCH METHOD

In this research writer used Qualitative in approach to describe how the teacher teaching vocabulary to the senior high school student, especially to the tenth grade students' of SMA Muhammadiyah 1 Kediri. Kothari (2004:2) said that Qualitative approach to the research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher's insights and impressions.

the writer used vocabulary as subject of this research, because there are many way of teacher to teach vocabulary, and vocabulary as the one of important think in element of language, so students need to understand more about the meaning of vocabulary. Writer want to know how the teacher teach vocabulary in the class, what are method that they used, and what media they used in the class, by Qualitative research writer want to serve empirical data based on research in the field

IV. FINDINGS

This chapter covers the research finding and also the discussion about the result of the research. In this researcher analyze about research finding that collected

by observation in the class, interview to the teacher, and taking some documentation to support this research to be more valid. The result of this research is purposed to answer the research question that stated in chapter 1, how the teacher teaching vocabulary to the tenth grade student's of SMK Muhammadiyah 1 Kediri in Accademis year 2015/2016.

The research was conducted on August 4th untill August 8th 2015 in SMK Muhammadiyah 1 Kediri. SMK Muhammadiyah 1 Kediri is one vocational high school in Kediri. It is located at Penanggungan Street No. 1 – 5 Kediri, in the part of Muhammadiyah Educational Center (Muhammadiyah Foundation). SMK Muhammadiyah 1 Kediri is located in the downtown near with some school and some institute.

This school founded on October 1st, 1984. SMK Muhammadiyah 1 Kediri Founded by Muhammadiyah Foundation. This school managed under the foundation, because this is not state school. SMK Muhammadiyah 1 Kediri as a Vocational high which has some study program, they are APK (*Administrasi Perkantoran*), AK (*Adminstrasi Keuangan*), MM (*Multimedia*), and KPR (*Keperawatan*), in this accademic year 2015/2016 it has one class for tenth class, and one study program

it is Keperawatan this school just one class in tenth class this year because school is the one of some school which has Nursery Study Program, because we just can find just two vocational school which has this study program in Kediri City, so it will become other alternative study program in vocational high school.

V. DISCUSSION

In this chapter, the researcher makes conclusion and suggestion based on the result of the research about “A Study on Teaching Vocabulary to the Tenth Grade Students of SMK Muhammadiyah 1 Kediri Accademic Year 2015/2016”.

A. Conclusion

first the researcher wants to review some points related to the research in order to make clear conclusion. The research takes place in SMK Muhammadiyah 1 Kediri and the subject of the research is the tenth grade students of KPR.

The purpose of the research is to explain the implementation of teaching vocabulary, Based on the data of this

research can be taken the conclusions as follows:

1. The implementation of teaching vocabulary
 - a. In teaching and learning process is started from the teacher prepares lesson plan, the material, media before teaching and learning process begins. The teacher entered the class and introduce the material, explain the material and gave the evaluation.
 - b. The implementation of teaching and learning process teaching vocabulary in classroom, students are enthusiastic and excited to this material Talking About Self. In fact, some of the students interested with the material that they can explain in daily life

Teacher used bi-lingual Indonesia and English in teaching learning process and it makes the students understand the material.

- c. The teacher's way to asked students to memorize vocabulary everyday very useful for the student, because to commication or follow english class they

has to know and understand many vocabulary.

- d. The teacher always prepared the material, like Lesson plan, sillabus, worksheet, handout. This is can be the possitive point because the teacher should to prepare all things that she need in teaching learning process

B. Suggestion

Based on the explanation above, the researcher will give some suggestions. Those are as below:

1. For the teacher
 - a. Teacher should to be creative to make the student to be more interested in teaching vocabulary.
 - b. Teacher must give spirit and motivation to the students in order that the students have self confidence especially in memorizing the word
 - c. Teacher should choose fun media to attract student's attention.
 - d. The teacher should give short, clear and simple instruction.
 - e. The teacher should keep in control the student's activities.



2. For the students

- a. The students should have motivation to memorize vocabulary
- b. The students must study harder and develop their vocabulary to speak English.

For the Institution

Media is useful to increase the student's ability in learning English, so it is advised to provide media in teaching learning process.

3. For the further researcher

The writer realizes that this research is far from perfect. The writer hopes this research can be the reference to the next researcher. Therefore, the writer hopes that the next researcher will make more complete research to increase the student's ability in studying English.



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