

**VOCABULARY MASTERY OF THE FIFTH GRADE  
STUDENTS OF SDN MURUNG RAYA 2 BANJARMASIN IN  
ACADEMIC YEAR 2012/2013**

**THESIS**



**By  
AMALIAH**

**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES  
BANJARMASIN  
2013 A.D/1434**

**VOCABULARY MASTERY OF THE FIFTH GRADE  
STUDENTS OF SDN MURUNG RAYA 2 BANAJARMASIN IN  
ACADEMIC YEAR 2012/2013**

**THESIS**

**Presented to  
Antasari State Institute for Islamic Studies Banjarmasin  
In partial fulfillment of the requirements  
For the degree of Sarjana in English Language Education**

**by**

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JULY, 2013 A.D/1434**

## **STATEMENT OF AUTHENTICITY**

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certify that the work in thesis is, to the best of my knowledge and belief , original, except as acknowledged in the text, and has not been submitted, either in whole or in part, for a degree at this university or any other university. If somebody, it is proven as duplication, imitation, plagiarism, or made by others partly, or entirely, I understand that my thesis and academic title will be cancelled to the law.

Banjarmasin, July, 12<sup>st</sup> 2013

The writer

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### APPROVAL

This is to certify that the *sarjana's* thesis of Amaliah with the title Vocabulary Mastery Of The Fifth Year Students Of SDN Murung Raya 2 Banjarmasin In Academic Year 2012/2013 has been approved by the thesis advisor for further approval by the board of Examiners.

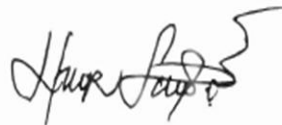
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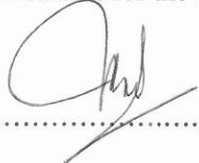
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## ABSTRACT

**Amaliah.** 2013. *Vocabulary Mastery of The Fifth Grade Students of SDN Murung Raya 2 Banjarmasin In Academic Year 2012/2013*. Thesis. English Education Department, Tarbiyah and Teachers Training Faculty. Advisors : (I) Dra Hj. Nida Mufidah. M.Pd, (II) Nurlaila Kadariyah, S. Ag, M.Pd.

Vocabulary is one very important aspect of learning a foreign language. anyone with limited vocabulary mastery in terms of any case it will be limited as well, in terms of speaking, reading, listening, and writing, it may indeed be impossible achieve if someone does not fully mastered vocabulary, vocabulary for that very important role in this regard . The research done on children in fifth grade students of SDN Murung Raya 2 Banjarmasin in academic year 2012/2013.

Formulation of the research problem is :

How the child's vocabulary mastery of the fifth grade students of SDN Murung Raya 2 Banjarmasin in academic year 2012/2013.

Based on the above formulation of the problem, the study aims to determine the vocabulary mastery of the fifth grade students of SDN Murung Raya 2 Banjarmasin in academic year 2012/2013.

Data collection techniques in this study are written tests, observation, interviews, and documentaries. data processing techniques will be undertaken includes examining, coding, and interpreting. subjects in this study were elementary school 5th grader Joyless Kingdom 2 Banjarmasin by the number of students 33. object of this research is related vocabulary mastery of the fifth grade students of SDN Murung Raya 2 Banjarmasin in academic year 2012/2013.

Of research has been done that vocabulary mastery of the fifth grade students of SDN Murung Raya 2 Banjarmasin in academic years 2012/2013 to get the result with the value of 58.06, with category Fair.

## ABSTRAK

**Amaliah.** 2013. *Vocabulary Mastery of The Fifth Grade Students of SDN Murung Raya 2 Banjarmasin In Academic Year 2012/2013*. Thesis. English Education Department, Tarbiyah and Teachers Training Faculty. Advisors : (I) Dra Hj. Nida Mufidah. M.Pd, (II) Nurlaila Kadariyah, S. Ag, M.Pd.

Kosakata merupakan salah satu aspek yang sangat penting dalam pembelajaran bahasa asing. siapapun yang penguasaan kosakatanya terbatas maka dalam segi hal apapun akan terbatas juga, dalam hal berbicara, membaca, mendengarkan, dan menulis, hal itu mungkin memang benar akan mustahil terlaksana jika seseorang tidak menguasai kosakata sepenuhnya, untuk itu penguasaan kosakata sangat berperan penting dalam hal ini. Penelitian ini dilakukan pada anak kelas 5 sekolah dasar di SDN Murung Raya Banjarmasin tahun akademik 2012 / 2013

Rumusan Masalah penelitian adalah :

Bagaimana penguasaan kosakata pada anak SDN Murung Raya Banjarmasin tahun akademik 2012 / 2013

Berdasarkan rumusan masalah diatas, maka penelitian ini bertujuan untuk mengetahui penguasaan kosakata anak kelas 5 SDN Murung Raya 2 Banjarmasin tahun akademik 2012/2013

Teknik pengumpulan data dalam penelitian ini adalah tes tertulis, observasi, wawancara, dan dokumenter. teknik pemrosesan data yang dilakukan meliputi pemeriksaan, pengkodean, dan menginterpretasikan. subjek dalam penelitian ini adalah anak kelas 5 sekolah dasar Murung Raya 2 Banjarmasin dengan jumlah siswa 33 orang. objek dalam penelitian ini adalah menyangkut penguasaan kosakata anak kelas 5 SDN Murung Raya 2 banjarmasin tahun akademik 2012/2013.

Dari hasil penelitian yang telah dilakukan ini bahwa penguasaan kosakata pada anak kelas 5 SDN Murung Raya 2 tahun akademik 2012/2013. Mendapat hasil dengan nilai rata-rata 58,06 dengan kategori cukup.



# MOTTO

Our job is not a vague look at a distant, but existing work in front of the eye.

~ Thomas Carlyle ~

Keep going, and do what you want to do even if you like the way a snail slowly but surely it's better than just running in place.





# Dedication

Thanks to God Allah SWT for everything and always keep blessing me until now and forever.

This thesis is dedicated to :

My beloved mother Hj.Hamidah, breath and heroes of my life who always support and guide me from my childhood up to this present time.

Especially for my little family are always protected of Allah

Fahrurrazi my beloved husband who always gave me a passion for me to finish this thesis and tireless and give to help me in terms of material, and my beloved little princess Alyyna Athafunnisa cute,pretty and always give me a smile and spirit for finish this thesis ,

Finish this thesis

Thank you to all my friends TBI '06 always encourage me and help me to complete this thesis.

## ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم  
الحمد لله رب العالمين والصلاة والسلام على اشرف الأنبياء والمرسلين سيدنا محمد  
وعلى اله وصحبه أجمعين . أما بعد .

All praise and gratitude to Allah authors say that has given him taufiq and guidance so that I can finish writing this thesis. May prayers and peace be always devoted to end-time prophet, the Prophet Muhammad and all the family, friends, and the people who faithfully follow his footsteps till the end of time.

This thesis aims to meet some requirements in order to achieve a Bachelor of Education degree at the Faculty of Islamic Tarbiyah Antasari IAIN Banjarmasin. This thesis is organized under the title: Vocabulary Mastery of The Fifth Year Students of

SDN Murung Raya 2 Banjarmasin In academic Year 2012/2013. During the process of making this paper the author very much guidance and assistance as well as referrals from various parties. Thus the authors feel obliged to deliver to thank you and appreciation to the highest:

1. Dr. Hidayat Ma'ruf, M.Pd as the Dean of Tarbiyah Faculty of Antasari State Institute for Islamic Studies and all his staffs for their help in the Administrative matters.
2. Drs. Saadillah, M.Pd., as the Head of English Education Department
3. My Thesis advisors, Dra Hj. Nida Mufidah. M.Pd, as the first advisor and Nurlaila Kadariyah, S. Ag, M.Pd, as the second advisor for th advice, helps, suggestion, and correction.

4. All lecturers and assistants of Tarbiyah Faculty for the priceless knowledge.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Ramadhan, 3<sup>th</sup> 1434 A.H  
July, 12<sup>st</sup>, 2013 A.D

Writer

## CONTENTS

	Page
<b>COVER PAGE.....</b>	<b>i</b>
<b>LOGO PAGE.....</b>	<b>ii</b>
<b>TITLE PAGE.....</b>	<b>iii</b>
<b>STATEMENT OF AUTHENTICITY.....</b>	<b>iv</b>
<b>APPROVAL.....</b>	<b>v</b>
<b>VALIDATION.....</b>	<b>vi</b>
<b>ABSTRACT.....</b>	<b>vii</b>
<b>INDONESIAN ABSTRACT.....</b>	<b>ix</b>
<b>MOTTO.....</b>	<b>xi</b>
<b>DEDICATION.....</b>	<b>xii</b>
<b>ACKNOWLEDGMENT.....</b>	<b>xiii</b>
<b>CONTENTS.....</b>	<b>xv</b>
<b>LIST OF APPENDICES.....</b>	<b>xvi</b>
<b>CHAPTER I : INTRODUCTION.....</b>	<b>1</b>
A. Background of the Study .....	1
B. Statetement of Problems .....	5
C. Objective of the Study.....	6
D. Significance of the Research.....	6
E. Scope and Limitation of the Study.....	6
F. Defination of Key Term.....	7
G. Systematic Writing.....	8
<b>CHAPTER II : THEORETICAL REVIEW</b>	
A. Concept of Vocabulary.....	9
B. Vocabulary As Content and Function Word.....	13
C. The Importance of Vocabulary.....	15
D. Vocabulary Mastery.....	18

E. The Strategies in Teaching Vocabulary of Young Learner.....	19
F. Media in Teaching Vocabulary.....	23
G. Meaning of Words.....	25
H. Vocabulary Learning.....	26
I. The Teaching of Vocabulary.....	28
J. Characteristics of Young Learner.....	32

### **CHAPTER III : METHOD OF RESEARCH**

A. Research Design.....	35
B. Subject and Object of Research.....	36
C. Research Instrument.....	37
D. Data Collection Technique.....	39
E. Data Analysis Technique.....	42

### **CHAPTER IV : FINDINGS AND DISCUSSION**

A. Finding.....	43
B. Discussion.....	46

### **CHAPTER V : CLOSURE**

A. Conclusion.....	49
B. Suggestion.....	50

### **REFERENCES**

### **APPENDICES**

### **CURRICULUM VITAE**

## **LIST OF APPENDICES**

1. LIST OF THE TRANSLATIONS
2. HEADMASTER AND TEACHERS OF SDN MURUNG RAYA 2  
BANJARMASIN
3. LIST OF INTERVIEW
4. LIST OF INSTRUMENT TEST
5. ANSWER KEY
6. PERSETUJUAN JUDUL SKRIPSI
7. SURAT PERGANTIAN PEMBIMBING SKRIPSI
8. LETTER OF RECOMMENDATION
9. CATATAN KONSULTASI BIMBINGAN SKRIPSI
10. IZIN PENELITIAN RISET
11. SURAT KETERANGAN SELESAI UJIAN KOMPREHENSIF
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# **CHAPTER I**

## **INTRODUCTION**

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

English as a first foreign language taught earlier in Indonesia, needs and progress of the age has demanded us to be able to master a foreign language as a means of communication in the era of globalization. therefore, the policy included English as one of the subjects in elementary school has received a positive response from the public. this is evident in the activities of education in primary schools, English language given to students early. Research results and the fact the field indicated that the implementation of English language learning for children still have many weaknesses and shortcomings, including the mastery of vocabulary, while vocabulary is one of the important components in mastering English. Without knowing vocabulary, the learner or speaker cannot say any words, communicate with other people or read any paper because they even do not know the meaning of the words.

According to Hornby (1986:850) vocabulary is the total number of word which (with rules combining them) make up a language. With broad learning way of memorizing vocabulary and presenting them in mind, learning English will be included and lengthened into oral environments, from signs and letters to magazines and books.

Marianne Celce – Murcia (200:285) defines vocabulary learning is central to language acquisition. Whether the language is first , second, or foreign.



although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly in recent years and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner.

The act of reading calls for several critical elements to interact simultaneously: word knowledge, fluency, comprehension, and writing. Students need to develop an extensive vocabulary to read with fluency. In turn, fluency in reading leads to increased comprehension. Fluency also comes from the written language of the reader since the student writes words he or she knows. Increased comprehension enhances the written language of the learner.

Students read what they write with fluency and comprehension because it is their story written in their own words — words they know and comprehend. These words comprise the key vocabulary, or the inner language, of learners. These are their "first words," and the "next words" consist of the more formal vocabulary they add to this organic, natural language of their speaking vocabulary.

The concept of adding next words to first words focuses on the element of word knowledge as it relates to reading. Moving from first words to next words is a method of sight vocabulary development that incorporates phonemic awareness, phonics, and structural analyses. Sight words are at the heart of the case for word knowledge as it relates to fluency.

It is important to note that vocabulary development encompasses a speaking/listening vocabulary, as well as a reading/writing vocabulary. While the

speaking/listening vocabulary is initially more expansive than the reading/writing vocabulary, both vocabularies are inextricably linked in the mind of the learner. In fact, the speaking/listening vocabulary often provides the cues for the rhythm and sound of the language that translates into the reading/writing vocabulary. The same time, the reading/writing vocabulary can enrich and enhance the speaking/listening vocabulary through a richness of topics that the reader may encounter or write spontaneously.

Organic reading and writing programs suggest ways for students to write words from their speaking/listening vocabulary and to use organic word collections to spark the reading and writing processes. Students can manipulate a personally relevant listing of words into written pieces that they can read with fluency and understanding. Students can collect their words over time on word cards, which they can place in word boxes (Showers et al., 1998) or in vocabulary logs or journals. Students manage the boxes, logs, or journals as the owner of the words and update them on a regular basis. Students routinely keep the individual lists current, which encourages meaningful use in reading and writing activities. Accompanied with a more structured and formal reading program, the development of an organic vocabulary for the reading, writing, speaking, and listening processes facilitates the overall literacy skills of the learner. The opinion is taken from sites ( <http://www.adlit.org/article/39826/> )

Without mastering the vocabulary the children can not make the sentence structure and paragraph, with the vocabulary of children who will have a lot of vocabulary, mastering the names of things and many others, mastery of the

vocabulary is recommended in children aged especially in elementary school children because it will increase their knowledge and insight, as in the verses of the Qur'an contained in surah Al-Baqarah verse 31-32.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

(٣١)

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ

(البقرة البقرة : ٣١-٣٢)

Base on the second paragraph of the above we can conclude that the verse informs that God-given human potential to find out the name or function and characteristics of objects, such as the function of the fire, the wind function and so on, and was also awarded the potential to speak. Language teaching system to man (child) rather than starting by teaching verbs, but gave him first teaching vocabulary such simple words are easy to understand and remember, for example, is Papa, Mama's, it's a pen, and so on.

Every student is recommended, educated and taught to master English, because it is very useful and important for their future. Therefore, mastering English both written and spoken is important. The students are expected to master English considerably.

Since children join the elementary school, teachers already direct them to know alphabeth, sequences of words and sentences. Through this introductory of knowledge, they are finally able to pronounce and write words or even sentences.

The difficulties to understand English are not only caused by the different construction and spelling of the language but also aspects of supra segmental phonemes such as stress, intonation and juncture that are the most widely source of difficulties in foreign language learning.

It is devastatingly remarkable from the statement above that the major purpose for the interaction or learning vocabulary with the particular environment is not to learn words in making up a language. The sequences of words or word collection can build up or improve slowly but sure one's knowledge in learning English but the main aspects of linguistics should be taken into account.

Based on the illustration above, the writer will make investigation about vocabulary mastery in the fifth grade students of SDN Murung Raya 2 Banjarmasin; because the writer believes that the study on vocabulary mastery is important to do. Vocabulary in this study consists of words that are used in students' activity and based on the curriculum that are arranged by the government. Besides the writer wants to know the extent of mastery of the children in mastering English vocabulary, especially vocabulary, the writer would like to know the extent of students' skills in translating languages. Therefore, the writer chooses the study entitle: "Vocabulary Mastery of the Fifth Grade students of SDN Murung Raya 2 Banjarmasin in academic year 2012/2013".

## **B. Statement of Problems**

In order to focus on this study, the problem of this study is stated as follows: "How is the vocabulary mastery of the fifth grade students of SDN Murung Raya 2 Banjarmasin in academic year 2012/2013?"

### **C. Objective of the Study**

The objective of the study is to find out vocabulary mastery of the fifth grade students of SDN Murung Raya 2 Banjarmasin in academic year 2012/2013

### **D. Significance of the Research**

The writer expects this research can give significance as the following:

1. To provide data for those who are interested in vocabulary mastery where the role of vocabulary will show students' basic knowledge of English.
2. To give an idea for the fifth grade students in SDN Murung Raya 2 Banjarmasin to increase their vocabulary in English.
3. To give an idea or data for English Department, Faculty of Teacher Training IAIN Antasari.
4. To develop writer's knowledge and ability obtained during the study.
5. To consider and base for the similar research developed in the future.
6. To be able to help the teacher to solve the difficulties in teaching English, especially in teaching vocabulary.

### **E. Scope and Limitation of the Study**

Because of the limitation of fund, time and energy, this study will be limited its scope as follows:

1. This research is focused on vocabulary mastery made by the fifth grade students of SDN Murung Raya 2 in academic year 2012/2013.
2. This research will be held at SDN Murung Raya 2.

3. Research instrument which are used in this study are multiple choice test and match the picture with the appropriate word test.

#### **F. Definition of Key Term**

In order to give clear description and focus terms used in this study, the writer gives the definition of key terms as follows:

1. Vocabulary means number of words that we could use to communicate verbally. In this research, vocabulary is the words that used in elementary school students.
2. Vocabulary mastery is the level of proficiency from students that they get after doing the vocabulary test.
3. Student in this study are children who study at elementary school in SDN Murung Raya 2 Banjarmasin.

#### **G. Systematic Writing**

To facilitate understanding of the content of the writing of this paper the authors compile the systematic of the following:

Chapter I Introduction which consists of background of the study, Statement of Problems, Objective of the Study, Significance of the Research, Scope and Limitation of the Study, Definition of Key Term, and systematic Writing.

Chapter II Theoretical Basis consists of the Concept of Vocabulary, The Important of Vocabulary, Vocabulary Mastery, Meaning of Words, Vocabulary Learning, The Teaching of Vocabulary, Characteristics of Young Learner.

Chapter III consists of Research Methodology Research Design, Population and Sample, Research Instrument, Data Collection Technique, Data Analysis Technique,

Chapter IV Research Report consisting of Finding, Interpretation,

Closing the Chapter V contains conclusions and suggestions.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Concept of Vocabulary**

Vocabulary is a set of words known to a person or entity, or are part of a particular language. Vocabulary in English is called vocabulary, vocabulary person is defined as the set of all words that are understood by the person or all the words which are likely to be used by the person to construct new sentences. Vocabulary is all the words that can be understood in a language that we can use it to communicate verbally. by reading and memorizing vocabulary is the key that is easy to learn English quickly and effectively control much vocabulary can help a person in making a sentence and then a series of paragraphs.

The addition of one's vocabulary is generally considered to be an important part, both in the process of learning a language or developing one's ability in a language that has been mastered. School students are taught new words as part of a particular subject and there are many adults who consider the formation of the vocabulary as an exciting and educational activities.

Having a great vocabulary building is not easy for the first young learner. The English teacher has to help them in building their new vocabulary.

vocabulary is one of among many knowledge that can be last easily when we never remember and use it. thus, the teacher has to develop their technique in teaching vocabulary, because it is the most helpful way for the student in learning English. As anatomy said quoted by. Metha in his article.



“ Anatomy vicuna pacific dealt with a way to improve students abilities to explore, store and usage of vocabulary items, the determined the role of vocabulary teaching and how a teacher could help their learners. he laid emphasis on self initiated independent learning with strategies, in which formal practices functional practices and memorizing could be included.

He said that the teacher should create activities and tasks to help student to build their vocabulary and develop strategies to learn the vocabulary on their own “.

We often heard complaints that the English language is very difficult to understand. in because we are born with differences in language, ethnicity and race and color of skin. They feel like outside or in isolation meetings where the atmosphere is always met and confuse them with what they need to master a foreign language. to facilitate us with another communication the language created a basic vocabulary lesson began and mastered, including foreign language or second language After us then so we can communicate with others even though we are different as language Qur'an verse which contained Surah Ar-Rum verse 22.

وَمِنْ ءَايَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَالاخْتِلَافُ اَلْسِنَتِكُمْ وَالْوَاوِنِكُمْ اِنَّ فِي ذٰلِكَ لَآيَاتٍ لِّلْعَالَمِيْنَ

(سورة الروم : ٢٢)

Based on above the verse implies that in this world there are a variety of skin colors ranging from albino, brown, negroid, and mongoloid. and a variety of language differences. Language serves as a symbol of national pride that use it, as a means of communication between residents, between regions, and between cultures. Therefore the language has a very important position in our everyday social life day learning foreign language or second language other than the language that we have to be based on the vocabulary beforehand, so that we can arrange easily language we speak.

According to Michael L. Kamil and Elfrieda H. Hiebert (2005:03), vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write.

According to <http://www.thefreedictionary.com/vocabulary>. Vocabulary defined as:

1. All the words of a language.
2. The sum of words used by, understood by, or at the command of a particular person or group.
3. A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.
4. A supply of expressive means; a repertoire of communication: a dancer's vocabulary of movement.

Another definition of vocabulary according to Oxford dictionaries:

1. The body of words used in a particular language: *a comparison of the vocabularies of different languages the Sanskrit vocabulary*
2. The words used in a particular subject or sphere of activity or on a particular occasion: *the vocabulary of law [mass noun]: the term became part of business vocabulary*
3. The body of words known to an individual person: *he had a wide vocabulary*
4. A list of difficult or unfamiliar words with an explanation of their meanings, accompanying a piece of specialist or foreign-language text.
5. A range of artistic or stylistic forms, techniques, or movements: *dance companies have their own vocabularies of movement.*

Various definitions of the vocabulary terms above it can be concluded that the vocabulary is a set of words that are commonly used and understood by a particular person or a group, all the words of all languages, list of words that often and usually arranged alphabetically and defined or translated, words used in a particular subject or field of activity and events.

The above definition describes the vocabulary is known and known by everyone, the vocabulary used in the activities of the person in all areas of activity and work, like any other trade or profession. vocabulary is the word that we use in real situations that are usually found in a variety of activities to our lives, especially the procurement of foreign language vocabulary, which can help us to

communicate with other people of different language support, be it at school, university, work, and in our daily lives.

## **B. Vocabulary As Content and Function Words**

Learning vocabulary dealt with the lexicon or dictionary that can show the content words and function words. Content word is a word with a lexical meaning can be found in a dictionary.

Lexical meaning is the meaning of the word loosely, without any relation to other words in a structure (clause phrase or sentence).

Example:

House : a building for human habitation

Eat : chew and swallow anything

Food : anything that may be eaten,

Function word is a word that shows the relationship grammatical words in a sentence.

Grammatical meaning (structure) is new meanings that arise due to grammatical processes (imagery, repetition, compounding).

Example:

Homelessness : homeless

Houses : many houses

Restaurant : home dining

Home fathers : Dad's home

Content word has four parts: "nouns, adjectives, verbs, and adverbs". All parts of the content above are described below:

### 1. Noun

A noun is the name of a person, place thing or idea. Whatever exists can be named and that name called a noun. Nouns are things, animated or unanimated, real or imaginary, moving or not moving. For example: *table, chair, cat, fruit, tree, car, etc.*

### 2. Adjective

Adjective are words that describe or modify another person or thing in the sentence and words that qualify nouns. They describe what kinds are or which they are. Adjectives are usually placed next to the word it modifies. The articles *a, an, and the* are adjectives. For example: *The beautiful singer, and a rotten car.*

### 3. Verb

Verb is word the indicate ( physical, mental, or emotional ) in doing something. The verbs are the most complex type of word in the English language.

#### a. Action Verbs

Action verbs are the easiest to spot in a sentence. The example of action verbs are: *Take, bring, carry, go, drink, eat, sleep, etc.*

#### b. Copulative or linking verbs

Copulative or linking verbs connect one part of the sentence with another. Some copulative verbs are *be, feel, appear, taste, remain, etc.*

c. Phrasal verbs

In modern English, it is very usual to place prepositions or adverbs after certain verbs to obtain a variety of meanings. The example of phrasal words is:

*Look after* : take care of

*Look for* : searching for

*Look out* : be careful

4. Adverb

Adverb is a word that is used to give an explanation on the other words that are not words to explain the circumstances or nature. words that describe the whole sentence. Words that include the adverb, because it explains the entire sentence, its location can be moved to move. For example, the word *maybe* in the following sentence:

- *Maybe* it would rain this morning
- It would rain this morning *maybe*
- The rain will *maybe* fall this morning

**C. The Importance of Vocabulary**

English is one of the foreign languages in the world. In Indonesia, from time to time English acquires accelerating importance in all aspects of the lives of Indonesian people particularly in the field of science and technology. Due to its paramount significance, English is one of the compulsory lessons taught from the elementary school, junior high school to university level. That is to say that

English is a very important language to learn, it is to get knowledge, technology and culture.

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn the words by heart. If teachers believe that the words are worth explaining and learning, then it is important that they should do this efficiently. Teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly.

Michael Wallace (1988:34) considers that in teaching and learning English as a foreign language, it is very important to know about vocabulary, because the command of vocabulary is offered together with other courses, like listening, speaking, structures, writing, and reading, it means that to make students know much of vocabulary we can use picture as media to make understanding of student run well and fast. Because through picture the student not only know the words and meaning, but also the students know about the thing that showed by teacher in the picture.

Linda Taylor (1990:1) explains that in a foreign language teaching the mastery of vocabulary takes a long time. Course books have provided less guidance than word list. So that apart from tuning to the specialized supplementary material, such as dictionary workbooks, teacher must be in a hard work to satisfy their students' demand for "word". Happily, this situation no longer obtains, and many of the course books never include in word study sections.

In order to live the word, we must name it. Names are essential for the construction of reality. Without a name it is difficult to accept the existence of an object, an event, and feeling. By assigning name we impose a pattern and meaning which allows us to manipulate the word.

[Christen and Murphy \(1991:124\)](#) contend that research clearly emphasizes that for learning to occur, new information must be integrated with what the learner already knows. They feel that teaching vocabulary as a rereading step is an instructional intervention that should be considered when readers lack the prior or background knowledge to read in a content area.

It is generally accepted that students learn vocabulary more effectively when they are directly involved in constructing meaning rather than in memorizing definitions or synonyms. Thus, techniques such as webbing that involve students' own perspectives in creating interactions that gradually clarify targeted vocabulary may be a way to combine direct teaching and incidental learning in one exercise. Teachers can use students' personal experiences to develop vocabulary in the classroom. Through informal activities such as semantic association students brainstorm a list of words associated with a familiar word, pooling their knowledge of pertinent vocabulary as they discuss the less familiar words on the list. Semantic mapping goes a step further, grouping the words on the list into categories and arranging them on the visual "map" so that relationships among the words become clearer. In semantic feature analysis, words are grouped according to certain features, usually with the aid of a chart that graphically depicts similarities and differences among features of different



words. Finally, analogies are a useful way of encouraging thoughtful discussion about relationships among meanings of words.

#### **D. Vocabulary Mastery**

Vocabulary is a very important thing in learning a language, one cannot avoid learning vocabulary. Fries (1945:2) points out that: we never separate from mastery of vocabulary, because wherever we think of language learning, we usually think of mastering the vocabulary. The words people know actually depend on the experience, for example a child's experience is very limited in its range, and therefore, his vocabulary is limited too. The number of words one limited to his experience. Therefore, it takes time to master it and it seems impossible to obtain the complete mastery of vocabulary of a foreign language.

In summary, we can say that vocabulary mastery is students' ability to use or to understand words of a language that they have learned and heard in certain situations.

Haycraft as quoted by Hatch and Brown (1985:370) explain that the students' vocabulary can be divided into two kinds, receptive and productive vocabulary. Receptive vocabulary is words that the student recognizes and understands when they occur in a context, but which he/she cannot produce correctly. In other side productive vocabulary is words which the students understand, can pronounce correctly and use constructively in speaking and writing.

According to the definition above, if students' mastery words receptively, there is no guarantee that he/she will be able to use the words productively. Not all of the words the students learn become part of his/her active vocabulary. Some words will remain passive. The vocabulary for active should be continuously practiced.

In a learning process, two very important elements is the method of teaching and learning media. The selection of one particular teaching method will affect the type of media appropriate learning, although there are various other aspects that must be considered in choosing the media, such as learning objectives, and the types of tasks the students mastered the expected response after learning progress and learning context, including the characteristics of students .

#### **E. The Strategies in Teaching Vocabulary for Young Learner**

Based on the opinion of Spare to Kasihani K.E. Suyanto (2007:47), in general, children learn faster or vocabulary words when supported with props or aids, such as pictures or real objects. probably one of the reasons is that when use the props right word has meaning when it is given with the picture.

According to Sulistyo Dwi H in website address <http://beningembun-apriliasya.blogspot.com/2011/03/pembelajaran-kosakata-menggunakan.html>.

There are some vocabulary learning techniques can be used, among other, the word group, the base word, word cards, alphabet point, said one true, says of the image, appeal, word pairs, keywords, word exchanges, etc.

### 1. The Word Group

The purpose of this technique so that students learn to interpret the words of a group of words or a few sentences of various terms in accordance with the said function. Equipment used only stationery. This technique can be done individually or in groups.

### 2. The Base Word

The base word is a word which is situated in the middle of a sentence, or a word that became the center of the core part of the said section. For example, the teacher handed the base of the root word then students mentioned a word stem, leaf, fruit, and so on.

The purpose of this learning technique for students to determine the meaning of words that have close to the word. Tool used to taste the word cards. This activity can be done individually or in groups

### 3. Word Cards

The technique is a word card learning techniques compound words through the card. The card measures 2 cm wide and 15 cm long in which is written a single word. Learning techniques can be done individually or in groups. Learning techniques intended word cards so that students can easily, happy, and passionate in understanding compound words through its path alone.

### 4. Appoint Alphabetical

The purpose of learning the alphabet is designated for students to produce words rapidly and a lot in a short time. When the teacher handed me the

letter s, students can cite success, brushes, illness, hard, healthy, and so long as the word begins with the letter s. Tools needed are as many letter cards. This technique can be done individually or in groups.

#### 5. The Word False True

The purpose of learning techniques one true word is that the student can choose the correct word from wrong quickly. If the teacher handed the correct word to the students, the students wrote letters in her notebook. Students can name the correct word with the letter B and the one with the letter S. For example the teacher showed the class the word pharmacy students immediately mentions the letter S in the word pad sign is 'wrong'. Tools needed are sheets inscribed with the correct word and the wrong word writing.

#### 6. Words of Figure

The technique aims at learning the word from the image so that students can make a quick word based image seen. For example, the teacher showed pictures of the flood that hit the village. From these images the students produce said water, disaster, disaster, fish, dirt, smells, and so within the stipulated time. Tools needed are pictures that vary according to the theme of learning, the same size as a large calendar.

#### 7. Letter Word

The purpose of learning techniques appeal is said that students can define synonyms or antonyms. Students were given 4 of synonyms or 2 words antonyms then students interpret each word so finding similarities or

differences through benchmarking. The tools used are envelopes and cards taped words Manila paper to be used in subsequent learning.

#### 8. The Word Pairs

The purpose of learning techniques is word pairs so that students can make compound words quickly and accurately. Each student receives one word then the student is looking for a partner with another friend while matching received word that can each form a compound word. The tools used are the card says some students.

#### 9. Key Word

The purpose of learning techniques is the key word for students to define the word to represent the content of the reading or writing contents. When given a single sheet of paper, students are able to interpret the text with a minimum of 5 words. For example, after students were given writing Surabaya, direct students to write the word congestion, slums, flooding, pollution, and busy. Paper copies of the necessary tools in accordance with the theme of learning. This activity can be done individually or in groups.

#### 10. Exchange Words

Learning techniques bourse said aims to enable students to explain the meaning and understand their structure rapidly based on the ability of the students themselves. Tools needed are a large jar with a translucent piece of content as many words (said to number in the hundreds). It would be better, the word is affixed on the manila paper or paper that is slightly thicker ,so durable. The word can be gained from making their own or cut

out words from newspapers, magazines, or mail. in this paper, the authors use the word card techniques to enhance vocabulary mastery in learning stories.

## **F. Media in Teaching Vocabulary**

In teaching vocabulary to children required a wide range of media that the lessons to be fun and exciting, and the procurement vocabulary becomes easier, in addition to media images that have been in the mentioned above, there are also other learning media, such as, media songs, games and story.

### **1. Song**

According to Kasihani K.E. Suyanto (2007:113) the song is a series of words are sung with a certain rhythm and tone. by singing the song, the teacher invites students to engage in activities that have to do with everyday life.

According to M.F. Sri Ekonomi (2007:97) there are various ways that can be used to take advantage of short songs and chants to teach:

- a. Sing: children singing the melody easily captured and contained language that can be used.
- b. With the motion: the kids perform movements while singing. This is the most effective utilization song especially for children.
- c. Songs are short: almost any sentence or phrase can be. if possible, short songs can also be combined with the movement.

- d. Background: The song played in the background while the kids are doing a game. This is an effective way for children to remember the patterns without focusing too much on the pattern and indirectly students can obtain short phrases in the song heard.
- e. Outside the classroom lesson: Parents are encouraged to play songs of the English language through a tape recorder or CD player in the car and at home

## 2. Game

Referring to the characteristics of pre-school age children, learning is more effective when packaged in the form of a fun game. Even learning English would not be difficult and frustrating because they see learning English as a fun activity (Slattery and Willis, 2001: 3). Nevertheless, it was fun in the classroom is not enough. The focus of learning should still be maintained, one way to make a lesson plan. Games is one technique that can offer lessons as well as have fun.

According to some experts experience, communicative language game has six characteristics, Kasihani K.E. Suyanto (2007:119) namely:

- a. Game must interactive
- b. Must understand the rules of the game are in the game
- c. The game has a clear goal
- d. Context of activities that clearly
- e. Player must be actively involved
- f. Player gets special rules in play

### 3. Storytelling

The story is a description of an event or of a person or an event that delivery can be by way of a text read stories to children and telling stories or stories without reading the text (story telling).

Read a story to children can provide many benefits. Storyline illustrate to children how the word relates to other words in the fabric of a similar theme. The words or phrase as a red thread story is presented repeatedly with the same pattern of making it easier for students to identify and remember.

Teach vocabulary can be done in various ways and various media to increase students' interest in learning English. But always remember that the teaching of words should be packed in an appropriate context. Do not be tempted to just give you a list and asked the children memorize the list because it is relatively fast visible results. However, usually these words will not last long in the memory of the child. Therefore, teaching a new word was not just one time and then finished it should be repeated in the right context and the use of instructional media is a great way to mastery of a foreign language for children.

### **G. Meaning of Words**

Comprehending the meaning of English words is still a problem for Indonesian learners. It may happen because Indonesian and English have some differences in grammar, pronunciation and culture. Sometimes the meaning of a word changes because of its function in sentences whether it is a noun or a verb. Furthermore, the meaning of a word can change according to its context. Richards



(1983:172) states that meaning is what a language expresses about the words we live in or any possible or imaginary world. According to Nuttal (1983:80-81) these are four levels of meaning:

1. Conceptual meaning.

The meaning of a word can have on its own. It means that every word embodies as a concept, sometimes simple (e.g. red) sometimes complex (e.g. probability).

2. Propositional meaning.

The meaning of the sentence can have its own. Every sentence expresses basic meaning. It means that a clause or a sentence has a meaning although it is not used in context.

3. Contextual meaning.

A sentence has a certain meaning when it is used in given situation or context.

4. Pragmatic meaning.

The meaning of a sentence is only part of the interaction between the writer's feeling, attitudes, and so on, and his attention that the reader should understand.

## **H. Vocabulary Learning**

Vocabulary is an essential means in conducting communication. The more we master vocabulary, the easier we express our ideas. By mastering a large vocabulary, we cannot only choose the right words to express our ideas but also

understand what the other people say. If that is so, we will not have difficulty in conducting communication with other people. Learning vocabulary is a complex process. In learning vocabulary, English learners may use the five “essential steps” as proposed by Hatch and Brown in Lynne (2001:84):

1. Having sources for encountering new words.

Learners can learn new words by reading books, newspaper and magazines, watching TV, listening to radio, as well as living with native speakers of the language.

2. Getting a clear image, whether visual or auditory or both, for the forms of the new words. Getting the new word form is important because it can help learners remember the form of foreign language words. Many learners still have confusions of the form of one word with the form of other words.

3. Learning the meaning of the words Beginning learners seem to be satisfied with quite general meanings, while advanced learners often need more specific definitions in order to differentiate between near synonyms. To get the word meaning, language learners need sources about of words definitions. Those sources are dictionary, a teacher explanation and through context.

4. Making a strong, memory connection between the forms and meaning of the words. Many kinds of vocabulary drills, such as flashcards, matching exercises. Crossword puzzle, etc to strengthen the form meaning connection.

## 5. Using the words.

The use of a word tests the learners understanding of the word. Learners feel more confidence about their knowledge once they have used a word without undesired consequences. It also provides a guarantee that words and meanings will not fade from memory once they are learned. Learning vocabulary is a complex process. According to Hatch and Brown in Lynne (2001: 91), vocabulary learning can be divided into two types, namely incidental learning and intentional learning. The first type is a by-product of doing or learning something else. It can happen through reading or listening. The second type is the type of learning being designed, planned for or intended by a teacher or a student. This type includes a vocabulary-teaching program in schools.

### **I. The Teaching of Vocabulary**

With hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting prospect. Remember that even though the average native speakers use only about five thousand words in everyday conversation. In addition, students will not need to generate and control every word they learn, some they just need to recognize. Choosing what to teach, based on the frequency and usefulness to the needs of a particular student teacher plays an important role. After teachers choose what to teach, the next important step is to consider what students need to know about the item, and how teachers can teach them easily.

In teaching vocabulary, the teacher has to manage the learning situation where the learners can do some or all the things with the target vocabulary. According to Richard Frost (in <http://www.teachingenglish.com>) there are lots of ways of getting across the meaning of a lexical item:

### 1. Illustration

Illustration is a visualization of the results of a post with engineering drawing, painting, photography, or other art techniques that emphasize the relationship is the subject of the writing rather than the form. Illustration purposes are to explain or decorate a story, article, poem, or other written information. Hopefully with the help of visuals, the text easier to digest.

Special functions such as illustration:

- a. Provide shade every character in the story.
- b. Provide shade shape the tools used in the scientific literature
- c. Provide shade work steps.
- d. Communicating the story.
- e. Connecting the writing with creativity and individuality.
- f. . Provide specific humor to relieve the boredom.

Use of this technique is very useful for words more concrete (dogs, rain, high) and for visual learners. It has its limits though, not all items can be drawn. steps can use the media, drawing, writing, and card.

## 2. Mime

Mime is a show that does not use verbal language. The show can even completely without any sound. Clearly, pantomime is a dumb show.

This lends itself very well for verbs and can be fun and memorable. using this medium to attract students, by moving his body to give an idea of the word to be guessed then the students guessed.

## 3. Synonyms/ Antonyms/ Gradable items

### a. Synonyms

Synonym is a form of language whose meaning is similar or the same as other forms, similarity applies to the word, group of words, or phrases, although generally considered synonyms are words only.

Example Synonym :

Nearest	=	Fireworks			
Dead	=	Dead	=	dead	= died
True	=	True			
Flora	=	plants	=	plants	
Fauna	=	Animals			
Enterprising	=	ductile			
Costume	=	Clothes	=	fashion	
Erroneous	=	error	=	false	
Sad	=	moody			

### b. Antonym is a word that means the opposite of each other. Antonym also called the opposite.

ExampleAntonym:

Hard	=	soft
Up	=	down
Rich	=	poor
Heaven	=	hell
Male	=	female
Top	=	bottom

Using the words a students already knows can be effective for getting meaning across.

#### 4. Definition

The definition is a statement that gives meaning to a word or phrase, an explanation of the meaning of a word, the formulation of a short, dense, clear and precise explain 'what it's actually a' that can be clearly understood and distinguished from all other things. The definition has the task to determine the exact boundary of an understanding, clear and concise. That set limits certain sense so clear what that means, do not run away and not confused with other notions.

This method is typically used to ensure that the words are clear (maybe check the dictionary before class if you are not confident).

#### 5. Translation

Remember that not every word has a direct translation. In this way reminds us that not all vocabulary has direct translation, many words are

meaning less can be understood, including elementary school students, one word meanings can vary, so the role of the teacher here is very important in interpreting, understanding, and formulate it in words only one meaning that students can understand.

#### 6. Context

Think of a clear context when the word is used and either describe it to the students or give them example sentences to clarify meaning further. Some are more suitable for particular words. Often a combination of techniques can be both helpful and memorable.

### **J. Characteristics of Young Learner**

Young learners have their own special characteristics that differentiate them from adult learners. These characteristics should be known and understood by the teacher to give contribution to improve the quality of teaching and learning process. In relation to this, Scott and Ytreberg (1990:1-5) mention that children or young learners learn by doing:

1. Young learners can talk about what they are doing.
2. Young learners can argue for something.
3. Young learners are very logical.
4. Young learners love to play.
5. Young learners have very short attention and concentration span.
6. Young learners are often happy, playing and working alone.
7. Young learners are able to work with adult.
8. Young learners' own understanding comes through hand, eyes and ears.

9. Young learners sometimes have difficulty in knowing what fact is and what in fiction. The dividing line between the real world and the imaginary world is not clear.
10. Young learners ask question all the time.
11. Young learners rely on the spoken word as well as the physical world to convey and understanding the meaning.
12. Young learners are able to make some decision about their own learning.
13. Young learners have a developed sense of fairness about what happens in the classroom.
14. Young learners are able to work together and learn from other.

Moreover, to support the statement above, the following are the characteristics of young learners mentioned by Dulay (1982:78), adult learner's progress more quickly in early stages because they obtain more comprehensible input, while young learners do better in the long run because of their affective filters.

1. Children are very egocentric. They tend to revolve around themselves, children are preoccupied with their own like and dislike, their own family also friends, and their own world.
2. Children get bored easily. Children have no choice to attend school; they do that because they have to unlike adult learners that already have particular motivation to learn a foreign language, such as integrative motivation or instrumental motivation.



3. Children are at an early stage of their education. Children have less inhibition about learning a foreign language and less resistance to the idea.
4. Children forget quickly. That's way repetition during teaching and learning process needs to be done by the teacher. It is crucial for the teacher to have appropriate technique in presenting the materials, so the children can grasp it easily.
5. Children are better mimics. In their age their elastic organs help them produce the sounds of their language that have not become fixed through habit.

The researcher choose vocabulary as the topic of the research because it is regarded as the key in learning language especially English. People who have enough vocabularies will be easy to express their idea.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

The design of this study is a descriptive quantitative study. The content of this study is a description about vocabulary mastery at SDN Murung Raya 2. In addition, the writer tries to obtain the information about students' vocabulary mastery. The writer gets the information by asking the student, as a sample to answer the question about vocabulary test. The result of the test uses as basic data for description and doing conclusion.

According to M.Nazir (1985:64) With this mind, points out that a descriptive study is a method to investigate group of society and object. This is aiming to describe and figure out systematically, factually and accurately about the fact, the characteristics and the relationship of phenomenon investigated.

According Sumadi Suryabrata (1995: 19) study is a descriptive research aims to create a description of the situation or events in the sense that descriptive research is the accumulation of basic data. In addition. States that descriptive research study used to describe the process of the situation, descriptive study to show that the descriptive study provides a clear picture of the result of this particular aspect of one variable.

Based on the statement above, the writer concludes that the descriptive study is a study to make a description about the situation or events by collecting and describing data in detail.

## **B. Subject and Object of Research**

### **1. Subject of Research**

Confirm that population is the complete set of possible measurement or the record of same qualitative trait corresponding to the entire collection of units. For which inferences are to be made, the population represents a target of investigation and the objective the process of data collection is to draw conclusions about the population.

Based on the statements above, the writer can conclude that the population is a group of people, individuals, items, and data in specified area which statistical samples take. The population of this study is the Fifth Grade Students of SDN Murung Raya 2 in academic year 2012/2013 that is divided into one classes. The total number of population is 31 students, divided into 17 girls 14 boys.

Table 3.1 of the amount of the fifth grade students :

<b>No</b>	<b>Students</b>	<b>Amount of Students</b>
1.	Boys	14
2.	Girls	17
<b>Total</b>		<b>31</b>

### **2. Object of the Research**

Arikunto also states if the total numbers of population are lower than one hundred subjects, we take them all. However, if the population is larger than one hundred subjects we take 10%-15% of the population, or 20-50% or more, depended in any case from ability of the writer seen from time, fund and energy

and perception region from each subject, because this matter concerning more or less data.

As stated above, the total number of students is 31 person. the writer took all the population of this research as referring to the statement above. So each population by the number of 31 students to be made in the study sample.

Because the number of students is only 31, the writer took all the number of students as the research sample, if the sample is done just to take some of the number of students it is very not too efficient because the number is only 31 and the results are not necessarily accurate if the research is done by simply taking partial sample of all number of students, so I used all of the number of students as a sample, to determine the extent of students' mastery of English vocabulary.

### **C. Research Instrument**

According to Rakim ( 2008:01 ) defines research instruments are the tools that will be used for data collection. This instrument can be a questionnaire (questionnaire), observation forms, other forms associated with the recording of data and so on. Preparation steps Instruments is seeking information from the literature regarding matters relevant to the title tulisan.dan determine the type of research that will be conducted (qualitative or quantitative).

The research instrument of this study is a test on vocabulary. An idea of the test usage is caused of the primary purpose of this study that is to know the vocabulary mastery of the fifth grade students of SDN Murung Raya 2 Banjarmasin. Before the instrument is used to collect the data, a validation is conducted of which the procedures are described below:

## 1. Written Test

In this study, the writer will use a multiple choice test and match the picture with the appropriate word test. The writer assumes that this kind of test is the most effective way to know the mastery on the topic investigated. This technique is simple to do by the writer and the scoring system is easy which a correct item is given a point and zero for the wrong answer.

## 2. Content and Scoring of The test

This study will examine the results of the instrument consisting of 50 items about as a vocabulary test set with reference to the standard british textbook for primary school, which consists of 30 multiple choice questions and a 20 question test words match the image additions, the total value of the whole matter was 100, 50 items about every 1 item problem in the given value of 2, so for the value of the item multiple choice questions about it all right if the number is  $30 \times 2 = 60$ , as well as to the value of the item about match images with words, if the matter is true of all the number is  $20 \times 2 = 40$  so the overall results for the 50 items was about 100. This test was chosen based on the same topic or subject that has been studied elementary school students in his class.

1. There are multiple choice item test which has 30 item test, each item will be score 2, so if the student can answer the item correctly, they will get score 60.

2. There is match images with word, item test which has 20 questions, each item will get score 2, so if the student can answer the item correctly , they will get score 40.
3. Of the whole matter of the above items, if students can answer the questions well with the overall value of different nut, for MCQs comprising 30 questions with a value of about 2 then the students get a value of 60, and for a matter of matching pictures with words composed of 20 questions with a value of about 2 then the students will get a value of 40, so if students can answer the questions correctly then the whole students will get a score of 100.

### 3. Categorizing of the Test

To know how high the vocabulary mastery of fifth grade students of SDN Murung Raya 2 Banjarmasin is, the writer will use multiple-choice test to score the items.

To take the average value, the authors use a conversion table based on the results of assessments in these schools.

Table 3.2. Conversion Table

Score	Qualification
> 95	Excellent
80 – 94	Very Good
65 – 79	Good
55 – 64	Fair
41 – 54	Poor
< 40	Bad

#### **D. Data Collection Technique**

To gather the necessary data in this study, the authors use the technique, as follows:

1. Written Test

This method uses techniques of instrument-shaped test multiple choice questions, with the amount of about 50 items, and give to the students to test the students' mastery of English vocabulary.

2. Observation

This technique is used to see firsthand the state of the research site or a general location of the study and see firsthand the teaching and learning activities in the SDN Murung Raya 2 Banjarmasin

3. Interview

This technique is used by the author by way of question and answer directly to the respondents and informants about the necessary data regarding the activity of teachers teaching subjects, as well as the extent to which interest in students towards learning English at SDN Murung Raya 2 Banjarmasin.

4. Documentary

This technique is also used in order to author data collection related to a general location of the study, such as classroom teaching-learning process, the concentration of students in the listening material given teachers, facilities and infrastructure of the teacher in teaching students at SDN Murung Raya 2 Banjarmasin .

## **E. Data Analysis Technique**

To obtain the necessary data for this study, the writer uses the procedures of data analysis as the following:

1. Collecting and tabulating scores obtained by the fifth year students of SDN Murung Raya 2 Banjarmasin in conducting the try-out test.
2. Omitting invalid test item for a real test.
3. Conducting real test and computing the average scores.
4. Administrating frequency, distribution, and percentage of the score obtained by fifth year students of SDN Murung Raya 2 Banjarmasin .
5. Analyzing the data gained.

In analyzing the data, the writer applies Mean (x) computation in order to see the description of the students' vocabulary mastery. According to Arikunto (1995:175) "Mean" is obtained by adding all the scores on a test and dividing the sum by the number of the students' test.

From the statement above, the writer infers that "Mean" is the average score gained from the result of the students' test by adding each student's score and divided by the total number of students, and hereby formula presented as follows:

$$M = \frac{\sum X}{N}$$

Where:

M = The mean of average

$\sum X$  = The sum of each score in a test

N = The total number of the sample.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The aim of the research is to describe the students' vocabulary mastery. There are thirty one students at the fifth grade of SDN Murung Raya 2 Banjarmasin in the academic year of 2012/2013. Below are the description of the result of test, data analysis and interpretation.

#### **A. Finding**

Below are the results of research, and they are measured as the following basic measurement.

Table 4.1 The students' vocabulary mastery can be seen in the following table:

<b>No</b>	<b>Initial of Subject</b>	<b>Score</b>
1	001	74
2	002	74
3	003	72
4	004	72
5	005	72
6	006	66
7	007	64
8	008	64
9	009	64
10	010	64

11	011	62
12	012	62
13	013	62
14	014	62
15	015	62
16	016	62
17	017	58
18	018	54
19	019	54
20	020	54
21	021	54
22	022	54
23	023	52
24	024	52
25	025	48
26	026	48
27	027	46
28	028	44
29	029	42
30	030	42
31	031	40
<b>Total Scores</b>		<b>1800</b>

The table shows that there are 6 students who got score between 66–79, there are 11 students who got score between 56–65, and there are 14 students got score between 40–55 on vocabulary mastery. However, no one got > 95 or < 40.

Table 4.2 Data above can be illustrated by the following table form :

No	SCORE	TOTAL OF STUDENTS	PERCENTAGE (%)
1.	> 95	No student get the value	0%
2.	66-79	6 Students	19,35%
3.	56-65	11 Students	35,48%
4.	40-55	14 Students	45,16%
5.	< 40	No student get the value	0%
<b>TOTAL</b>			100%

From the data table above and explained that none of the kids who get perfect scores just a little kid who gets good grades and the rest just get below average grades. This suggests that the results of the vocabulary in the school child needs more attention, so that students' vocabulary mastery achieved satisfactory results.

Then, how to find the total average score of the students' vocabulary mastery, the formula below will show it.

$$M = \frac{\sum X}{N}$$

$$M = \frac{1800}{31}$$

$$31$$

$$M = 58,06$$

Qualification = Fair

M = The mean of average

$\sum X$  = The sum of each score in a test

N = The total number of the sample.

Table 4.3 After finding the individual scores, then mean score will be found at the following table:

No	Score (x)	Qualification	Frequency	Percentage
1	80-100	0	0	0,00 %
2	66-79	Good	6	19,35 %
3	56-65	Fair	11	35,48 %
4	40-55	Poor	14	45,16 %
			$\Sigma f = 31$	100%

### A. Discussion

The result of the research shows that there are 25 students from 31 students who got score between 40 – 65. It can be seen from the following table :

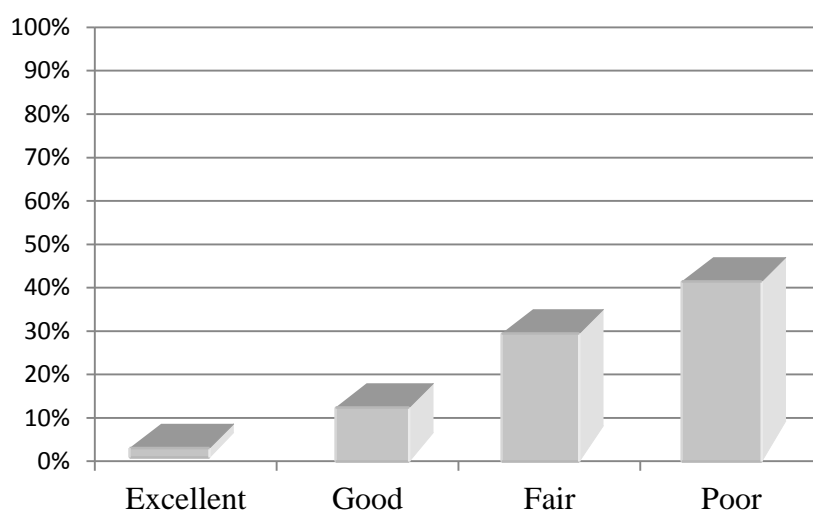
Table 4.4

Number of students	Score	Percentage	Interpretation
6	66 – 79	19,35 %	Do not have difficulty
25	40 - 65	80,64 %	Have difficulty
<b>TOTAL</b>			100%

From the table above, it can be seen that from all the number of the students, there are six students or 19,35 % who got scores between 66 – 79. It means that there are six students do not have difficulty in vocabulary. Then, there are twenty five or 80,64 % students who got score between 40 – 65. It means that they have difficulty in vocabulary.

Thus, it can be noticed that percentage 19,35 % - 80,64 % are almost of the class have difficulty in vocabulary mastery. It shows that the matter of vocabulary is difficult aspect of language in term of it knowledge or usage and its performance or use.

Polygon Diagram of Vocabulary Mastery of the Fifth Year Students of SDN Murung Raya 2 Banjarmasin.



Based on the polygon diagram above, it is clear that there were 0,00% of student' score frequencies who got 'Excellent' classification, 19,35% of student' score frequencies who got 'Good' classification, 35,48% of student' score

frequencies in the classification of 'Fair', 45,16% of student' score frequencies in the classification of Poor.

Finally, based on the above it can be concluded that of the two types of matter that is given is a 30 item multiple-choice questions and matching pictures with words with about 20 items, can be in the know of the multiple choice questions many students who scored lower on the matter while match the images with the words students have good grades, but the average of the values for the fifth grade students of SDN Murung Raya 2 Banjarmasin still below the average for not fulfilling results that must be achieved.

## **CHAPTER V**

### **CLOSURE**

This chapter is divided into two parts, conclusion and suggestion. It will describe the conclusion from the result of the research and then give suggestion from the result in order to give contribution for the teacher and the students. In this chapter, the researcher presents the conclusion and suggestion dealing with the finding of study. The conclusions are the summary of the finding that has been discussed in chapter IV. The suggestions as follow up the finding are recommending to the English teacher, students, and future researchers.

#### **A. Conclusion**

The basic of the research findings and discussion elaborated in the preceding chapter. The research has drawn some conclusion for this specific that are presented as follows:

From the previous chapters particularly chapter IV, the researcher can take some conclusions as follow:

Generally, the students' vocabulary mastery of the fifth grade of SDN Murung Raya 2 Banjarmasin in academic year 2012/2013 have shown Fair qualification which is known the mean score are 58,06, this means that their ability to control and listen is not good.

## **B. Suggestion**

Basically the purpose of learning English in primary school is for students skilled listening, speaking, reading, and writing. A student who does not have good language skills will find difficulties in communicating.

Knowingly or not to acquire appropriate language skills, vocabulary is crucial. because the vocabulary is the first step that should be viewed as a resource for the child can communicate well.

With vocabulary, one can communicate with others verbally or in writing without a hitch, but the difficulty of learning a foreign language vocabulary makes children reluctant and lazy to learn the language itself, so many children who do not master the vocabulary of a foreign language due to the difficult, and uninteresting, for that teacher must have specific to the skills in teaching English, teachers also need to master the techniques of teaching English to children, by providing appropriate teaching materials for children as well as implement practical ways how to teach English well and attractive for children . Demand for teachers in order to make the lessons interesting that the children do not get bored, and quickly capture and master what teachers taught, by applying some of the methods and techniques of teaching as below :

There are several tentative suggestions presented as follows:

1. The teacher should make the condition in the English as interesting as possible.
2. The teacher should use English as medium of instruction in the teaching and learning process in te class room.



3. The teacher should use some teaching aids and games in the teaching and learning new words in class. For example: blackboard, pictures, puzzle, tape recorder, guessing games, etc.
4. The teacher should control the student's memorization in every meeting in class. For example: the teacher gives some questions to the students directly.
5. The teacher should order the students to bring dictionary.
6. The teacher should order the students to memorize new English words, especially the active vocabulary in context.
7. The teacher should give the opportunities to the students to be more active in the teaching and learning process.
8. the teacher should order the students to use dictionary, aids to their memory, educated guessing, study words in families, function words and content words to increase their new English words.

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Appendix

## Appendix

### LIST OF THE TRANSLATION

NO	MEAN	SURA : VERSE
1.	“And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."	Al-Baqarah : 31
2.	“They said, "Exalted are You; we have no knowledge except what You have taught us. Indeed, it is You who is the Knowing, the Wise."	Al-Baqarah : 32
3.	“ And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge “	Ar-Rum : 22

## Appendix

### The Instrument Test

- I. Choose the best answer a, b, c, or d !
1. The students have a flag ceremony every.....
    - a. Sunday
    - b. Monday
    - c. Tuesday
    - d. Thursday
  2. I can listen to the radio with my.....
    - a. Nose
    - b. Ears
    - c. Mouth
    - d. Head
  3. Miss. Lia is my English teacher. She is .....in the classroom now
    - a. Studying
    - b. Speaking
    - c. Talking
    - d. Teaching
  4. The students buy meals in the.....
    - a. Classroom
    - b. School yard
    - c. Canteen
    - d. Library

5. The Indonesia meaning of *weather* is.....
- a. Musim
  - b. Cuaca
  - c. Iklim
  - d. Angin
6. These following are flowers, **except**.....
- a. Rose
  - b. Jasmine
  - c. Camel
  - d. Orchid
7. School is a place to.....
- a. Play
  - b. Study
  - c. Sing
  - d. Runn
8. Mrs. Arlina Des is a..... She always working in the school.
- a. Nurse
  - b. Dentist
  - c. Vet
  - d. Headmaster
9. A place to buy something is.....
- a. Museum
  - b. Library



c. Market

d. Cinema

10. We can see the..... in the evening.

a. Moon

b. Sunset

c. Rainbow

d. Sunrise

11. The third planet in this solar system is .....

a. Mercury

b. Mars

c. Earth

d. Yupiter

12. One hundred and ten, one hundred and twenty, one hundred and.....

a. Thirty

b. Twenty nine

c. Twenty six

d. Forty

13. Forty one minus thirty one is.....

a. Seventy two

b. Two

c. Seventy

d. Ten

14. I am..... after get money from my mother.

- a. Sad
- b. Angry
- c. Happy
- d. Bored

15. Mrs. Tina works in the library. She is a.....

- a. Teacher
- b. Librarian
- c. Headmaster
- d. Student

16. The student must have a..... to borrow the book in the library.

- a. Library card
- b. Money
- c. Book
- d. Identity card

17. I have three pencils. My friend gives me three pencil. Now, I have  
.....pencils

- a. Seven
- b. Nine
- c. Eight
- d. Ten

18. 1945 in English is.....

- a. Nineteen twelve

- b. Two thousand
- c. Nineteen forty five
- d. d. Nineteen ziro eight

19. 

$90 + 10 = \dots\dots\dots$
-----------------------------

- a. Ninety
- b. One thousand
- c. Ten
- d. One hundred

20. The student are .....in the library

- a. Singing
- b. Speaking
- c. Reading
- d. Playing

21. I take a bath with.....

- a. Rice
- b. Spoon
- c. Soap
- d. Blanket

22. I am.....a book in my classroom

- a. Reading
- b. Singging
- c. Playing
- d. Sleaping

23. Rice, egg, fried chicken and pizza are the name of.....

- a. Vegetables
- b. Drinks
- c. Foods
- d. Fruits

24. I like to eat....

- a. Coffee
- b. Orange juice
- c. Milk
- d. Pizza

25. Luna Maya is very beautiful. She is tall and slim.

What is the meaning of tall.

- a. Tinggi
- b. Kurus
- c. Pendek
- d. Gemuk

26. Pam Pam is very fat boy.

What is the meaning of fat.....

- a. Langsing
- b. Kurus
- c. Tinggi
- d. Gemuk

27. Earing we write in Indonesia is.....

- a. Cincin
- b. Anting
- c. Kalung
- d. Gelang

28. Mr. Darmono is my father.

Mrs. Darmono is my.....

- a. Uncle
- b. Mother
- c. Daughter
- d. Son

29. t-f-a-r-h-e =.....=.....

- a. father = ayah
- b. mother = ibu
- c. grandfather = kakek
- d. fethar = ayah

II. Match the following pictures with the appropriate words !

30. They look .....

- a. Happy
- b. Bored
- c. Thirsty
- d. Angry



31. He looks .....

- a. Happy
- b. Bored
- c. Tristy
- d. Angry



32. The baby looks .....

- a. Angry
- b. bored
- c. Sad
- d. Happy



33. He has a.....

- a. Headache
- b. Tootheache
- c. Stomachache
- d. Earache



34. He has a.....

- a. Headache
- b. Tootheache
- c. Stomachache
- d. Earache



35. He has a.....

- a. Headache
- b. Tootheache
- c. Stomachache
- d. Earache



36. It is a.....

- a. Plane
- b. Train
- c. Ship
- d. Taxi



37. He is a.....

- a. Doctor
- b. Nurse
- c. Teacher
- d. waitress



38. It is .....

- a. Dark
- b. Hot
- c. Cold
- d. Flood



39. It is.....

- a. Hot
- b. Cold



- c. Flood
- d. Raining

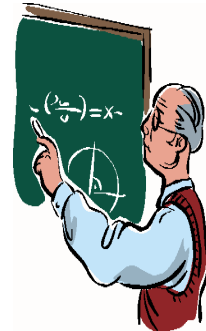
40. It is a.....

- a. Fridge
- b. Television
- c. Rice cooker
- d. Stove



41. He is a.....

- a. Doctor
- b. Soldier
- c. Teacher
- d. Vet



42. She is a.....

- a. Vet
- b. Dentis
- c. Singer
- d. Teache



43. It is a.....

- a. Police
- b. Zebra crossing
- c. Traffic light
- d. Traffic sign





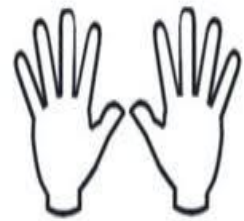
44. It is an.....

- a. Ear
- b. Finger
- c. Hand
- d. Nose



45. It is .....

- a. Hand
- b. Fingers
- c. Head
- d. Neck



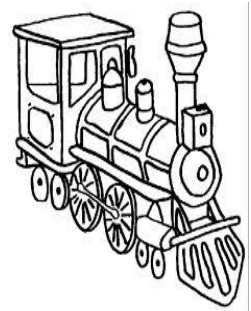
46. It is symbol.....

- a. No, entering here !
- b. No, swimming here !
- c. No, smoking here !
- d. No, parking here !



47. It is a .....

- a. Bus
- b. Car
- c. Train
- d. Plane



48. He looks.....

- a. Slim
- b. Thin
- c. Skinny
- d. Fat



49. She is a.....

- a. Vet
- b. Dentis
- c. Farmer
- d. Teacher



50. It is.....

- a. Foot
- b. Knee
- c. Stomach
- d. Head



## **Appendix**

### **Answer Key**

1. A.	21. B	41. C.
2. B	22. A	42. D
3. D	23. C	43. A
4. C	24. D	44. A
5. B	25. A	45. B
6. C	26. D	46. C
7. B	27. B	47. C
8. D	28. B	48. D
9. B	29. A	49. B
10. B	30. B	50. A
11. C	31. D	
12. A	32. C	
13. D	33. A	
14. C	34. C	
15. B	35. B	
16. C	36. C	
17. A	37. D	
18. C	38. A	
19. B	39. C	
20. C	40. A	

## **Appendix**

### **Pedoman Interview**

1. Apakah anda mengalami kesulitan dalam membedakan bunyi /I/ dan /i:/?
2. Apa yang menyebabkan anda kesulitan dalam membedakan?
3. Apakah guru anda sering mencontohkan bagaimana pengucapan yang benar?
4. Dalam proses belajar mengajar apakah guru anda sering menyisipkan pelajaran untuk melatih pendengaran dan pengucapan anda waktu jam pelajaran?
5. Apakah anda sudah mengenal symbol-simbol phonetic?
6. Bagaimana cara anda melatih pengucapan anda?
7. Apakah anda pernah / sering mendengarkan pengucapan dari penutur asli / native speaker baik langsung maupun tidak langsung?