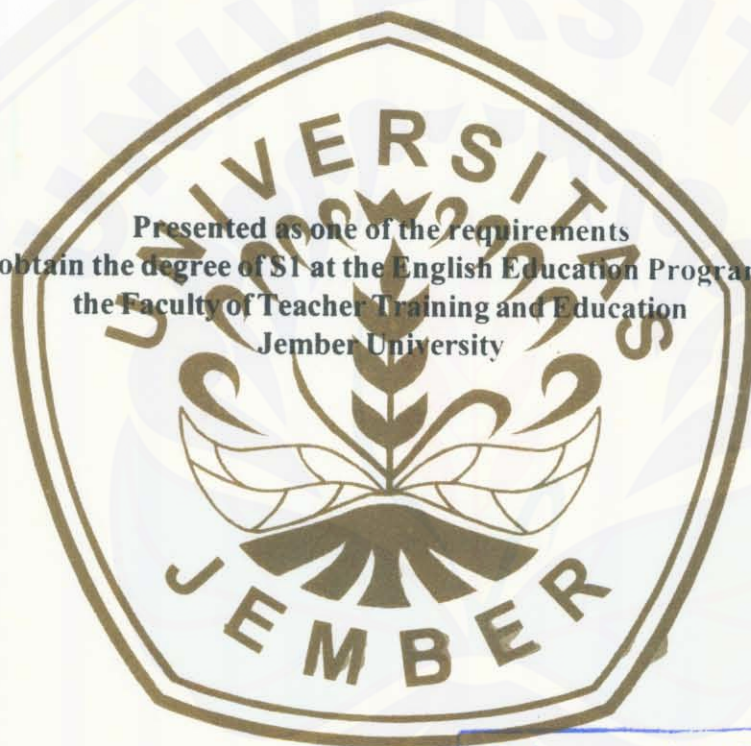




**A DESCRIPTIVE STUDY ON THE VOCABULARY TEACHING
TO THE FIFTH YEAR STUDENTS AND THEIR VOCABULARY
ACHIEVEMENT AT SD AL FURQON JEMBER IN
THE 2000 / 2001 ACADEMIC YEAR**

THESIS

Presented as one of the requirements
to obtain the degree of S1 at the English Education Program of
the Faculty of Teacher Training and Education
Jember University



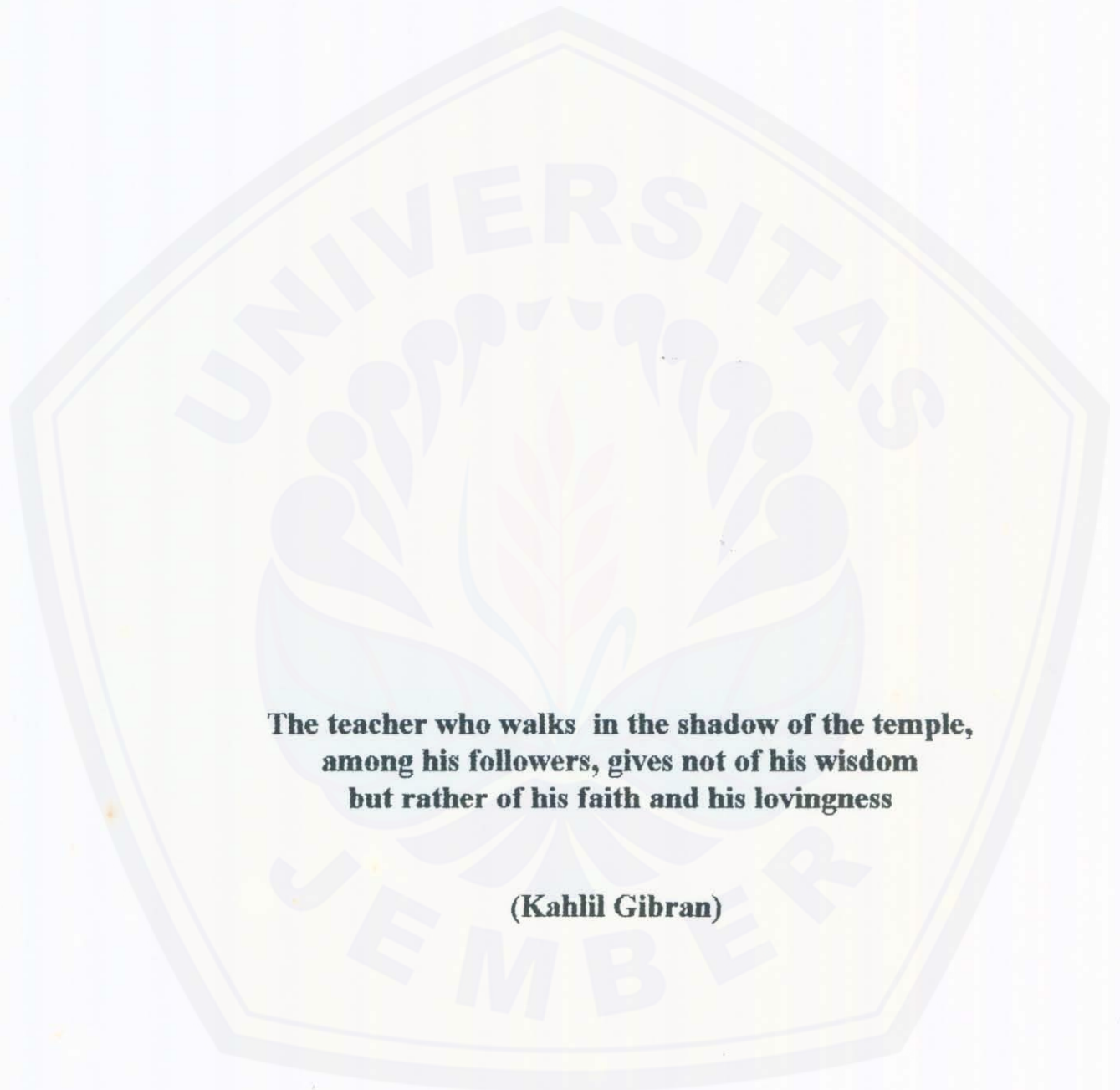
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**FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER
2001**



**The teacher who walks in the shadow of the temple,
among his followers, gives not of his wisdom
but rather of his faith and his lovingness**

(Kahlil Gibran)

DEDICATION

**This thesis is dedicated to
my family for their great support**



CONSULTANT APPROVAL SHEET

A DESCRIPTIVE STUDY ON THE VOCABULARY TEACHING TO THE
FIFTH YEAR STUDENTS AND THEIR VOCABULARY ACHIEVEMENT
AT SD AL FURQON JEMBER IN THE 2000/2001 ACADEMIC YEAR

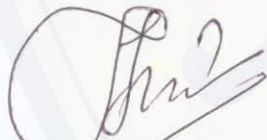
THESIS

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to obtain the degree of S1 at English Education Program of
The Faculty of Teacher Training and Education
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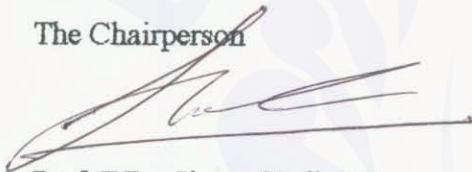
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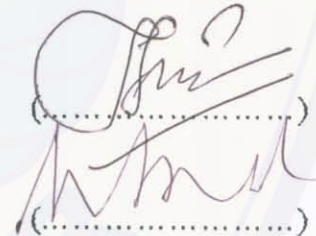


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6. My friends, the 1993 level

Finally, I have done the best for this thesis; therefore, I expect that it will be useful not only for myself but also for readers.

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ABSTRACT

Nanik Mariyati, January 2001, A DESCRIPTIVE STUDY ON VOCABULARY TEACHING TO THE FIFTH YEAR STUDENTS AND THEIR VOCABULARY ACHIEVEMENT AT SD AL FURQON JEMBER IN THE 2000/2001 ACADEMIC YEAR

Thesis, English Educated Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

The Consultants: 1). Dra. Siti Sundari, MA

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The Key Words: Vocabulary, Teaching

As a new thing, there were some problems faced by the English teacher at the elementary school. One of them deals with the teaching technique which will determine the success of the students in learning English. So far, most of the students got difficulties to understand and use vocabularies they had learnt. It might be caused by the inappropriate teaching techniques used by the English teacher. Therefore, it is important for the teacher to apply the teaching techniques that can aid the students in absorbing foreign language information, as well as minimizing their problem. The use of media also helped the teacher in teaching vocabulary, and the students to understand the vocabulary materials easier. In this research the problems investigated were, the techniques used by the teacher in teaching vocabulary, kinds of media used and to what extent is the vocabulary achievement of the fifth year students of SD Al Furqon Jember in the 2000/2001 academic year. The methods used to get the primary data were observation, test and interview. Documentation was used to get the supporting data. Based on the results of observation and interview, it could be concluded that the English teacher used the integrated teaching technique in teaching vocabulary. It means that vocabulary was taught integratedly with the four English skill; listening, speaking, reading, and writing. The use of the integrated the technique that was supported by visual media, such as picture, real things, and games helped the students learn and understand vocabulary more easily, mainly concerning with verbs, nouns, adjectives, adverbs, and preposition. The results were supported by the results of the data analysis taken from test given to the students. It proved that the vocabulary achievement by using the integrated technique without ignoring the media usage of the fifth year students of SD Al Furqon Jember in the 2000/2001 academic year was very good. The total mean score got by the students was 87,2. Based on the whole data above, it could be explained that in general the qualification of the students score of vocabulary achievement was very good. Nevertheless, it is suggested for the English teacher to improve the teaching learning process by choosing good materials to support the technique and media used to improve the students' achievement in learning English, especially in vocabulary learning.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In Indonesia, English is learned by the students as a foreign language. At Junior High Schools and Senior High Schools, it is learned by the students as a required subject. In the 1994 curriculum of the elementary education, English is learned by the elementary school as one of the local content subjects. It means that it is essential for the students to learn seriously. It is hoped that they will be ready to have the English skills that cover listening, speaking, reading and writing on the basic level. It is useful for them as their basic to learn English at Junior High School.

It is commonly agreed that learning a foreign language is better when it is done as early as possible since children are better language learners than adults specially in remember and pronounce the new words (Brown, 1987:8). For this reason based on the 1994 curriculum of primary education, English is taught at the elementary schools. It is hoped that the earlier the students learn English, the easier they understand it, so the students will be ready and have self confidence when they enter Junior High School.

English is a new thing for elementary school students. Of course, it is not easy for them to learn English because the spellings and pronunciations are different, and the system of English is different from Indonesian. In this case, Suyanto (1995:20) suggests that English teacher should formulate the instructional objective, select the appropriate material and techniques. Further, she states that the use of media should be the first priority in teaching to the elementary students.

Regarding the explanations above, the job of the English teacher at the elementary school is not easy. The teacher is responsible for creating teaching method that is appropriate with the characteristics of the students as young learner. It means that the teacher should be able to allow the children to become more efficient learners

to receive, to store, and to remember information and knowledge more quickly and effectively. Besides, the teacher must be able to use a range of known strategies and discover new strategies, including the teaching technique that is interesting for the learners. Therefore, teaching English at the Elementary school needs special skills. The teacher should realize that as young learners, the students are bored easily, so the teaching material should be presented by using the technique that can make the students enjoy learning (Soemardono, 1984:4). In other words, teaching English at the Elementary school is not only scientific, but also artistic.

Creating motivation to the learners of English in Indonesia has always been a difficult task. The teacher not only select an effective technique but should also be able to create new ones. The teacher must consider the individual differences and resources in creating, innovating and experimenting on new things to suit the condition of the students. According to Charlene and Marguerite (1969:286), the material chosen should be appropriate with the students' interest, language development, and also their psychological factors.

Meanwhile, Ellis and Brewster (1991:69) say that media that can be used are visual, aural and aural visual aids. Considering the statement above, it can be concluded that it is necessary to use media to help the students understand the lesson better.

Based on the background of the problem, it is necessary to conduct the research dealing with the teaching of vocabulary to the fifth year students of SD Al-Furqon Jember in the 2000\2001 academic year. The research is entitled "A descriptive study on the vocabulary teaching to the fifth year students and their vocabulary achievement at SD Al Furqon Jember in the 2000/2001 academic year".

1.2 The Problem Formulation.

Formulating a problem is important in a research. The clear problem will lead the researcher to run the research easily. According to Arikunto (1993:45) the problem should be formulated so that it is used as a guide line to conduct the

research,

Based on the background of the problem, the problems are formulated as follows:

1. What techniques does the English teacher use in teaching vocabulary to the fifth year students of SD Al Furqon Jember in the 2000/2001 academic year?
2. What kinds of media used by the English teacher in teaching vocabulary to the fifth year students of SD Al Furqon Jember in the 2000/2001 academic year?
3. To what extent is the vocabulary achievement of the fifth year student of SD Al Furqon Jember in the 2000/2001 academic year?

1.3. The Operational Definition of the Term Used in the Title.

It is necessary to defined the term used in the title operationally to avoid misunderstanding of the concept between the writer and the readers. The term that is necessary to be defined operationally is "teaching vocabulary". Teaching vocabulary is transferring information about vocabulary, dealing with small and large vocabulary to the students so that they will have knowledge about words and can make simple sentences for simple conversations.

1.4. The Research Objectives.

Related to the research problems, the objectives of this research are follows:

1. To describe the techniques used by the English teacher in teaching vocabulary to the fifth years students of SD Al Furqon Jember in the 2000/2001 academic year.
2. To describe the kinds of media used by the English teacher in teaching vocabulary to the fifth year students of SD Al Furqon Jember in the 2000/2001 academic year.

3. To describe the vocabulary achievement of the fifth year students of SD Al-Furqon Jember in the 2000/2001 academic year.

1.5 The Significance of the Research

The research results are expected to be significant for the following people;

a). The English Teacher

The research results are useful for the English teacher as information to know the students' vocabulary achievement and also analyze his/her weaknesses in teaching vocabulary that can be used as input to find the effective ways to improve their vocabulary achievement.

b). The students

The results are useful for the students as information to know their vocabulary achievement and the feedback given in the form of the correction in their work which can be used to improve their vocabulary achievement in the future.

c). The other Researchers

The results are useful for the other researchers as a reference to conduct further researches to improve the students' vocabulary achievement for instance by conducting the classroom action research. In this case the researcher observe the teaching learning process in the class. She/he can also give the treatment to the students to complete the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The English Teaching at the Elementary School

Teaching English at the Elementary school is obviously different from teaching an Indonesian. The learners' characteristics and needs are difficult. Those make the objectives, the materials and the techniques in teaching English are also different. According to Patty (in Miftakhul, 1996:112), there are four main objectives for foreign language learning at the primary stages. First, language learning should assist the general educational objective to encourage the conceptual development of the child. Second, language learning should be part of the skills or conceptual and cultural social development of the child-literacy, numerically, general language awareness, some curiosity about the world around outside the borders of the own community. Third, primary school language should promote the formation of a positive attitude to language learning in general. Fourth, primary language learning should result in the acquisition by some appropriate elements of the actual language study.

To reach the goals of learning, teachers have to understand the learners' needs. Based on the children's characteristics, the teachers have to make selection of materials, techniques applied and the media used in the teaching-learning process. So they will meet the learner' needs. Patrica, (1998:55) says that there are some techniques that can be used in teaching English at the elementary school, such as songs, games, conversations, and story telling. Then, the materials given to the elementary students are the materials that are closely linked to the interest and experiences of the children (Miftakhul, 1996:54). The media that can be used for the teaching-learning process at the elementary school are real objects in the environment, such as puppets, pictures and cassettes (Ellis and Brewster, 1991:69). The appropriateness of the materials and the techniques used at the teaching learning

process at the elementary school will help the students to acquire English as formal learning

As a foreign language, English is taught to Elementary school up to University students. Not all of elementary schools in Indonesia are ready to teach English to their students because English is considered as a local content course. It means that English may be given to the elementary school students when the school feels a need of it. It is also supported by the existence of qualified teachers. As it is stated in the 1994 curriculum, the local content course can be applied based on the environmental condition and needs. It is allowed when the material does not reduce the content of the national curriculum (Depdikbud,1993:4).

The 1994 English local content curriculum conveys the basic course outline of the implementation of English as a local content course. The purpose of teaching English is to give the opportunity to the elementary school students in getting knowledge and developing English in order to anticipate the development of science and technology (Depdikbud, 199:4). Meanwhile, the objective is the students at the end of the study at the elementary school, have the skills of reading, listening, speaking and writing English in simple patterns based on their vocabulary achievement level at about 500 words. The scope of the materials includes simple listening, reading and speaking skills. The focus is on listening, reading and speaking. In addition the approach used in the teaching-learning process is the meaning-based approach. It means that all the language components should be given in contexts, so that the meaning of the words will be clear.

2.1.1 Factors that Influence the Teaching of English in Indonesia.

There are several factors that influence the success of the teaching of English. According to Sadtono (1988:11) the factors that contribute to the success of teaching English are linguistic and non linguistic factors. Linguistic factors consists of intralingual and interlingual factors. The Intralingual factor is the difficulties that emerge from the language itself, such as spelling, grammar, tenses etc. The

interlingual factors are the difficulties that arise from the difference between the target language and the students' mother-tongue and students experience that come from the students such as age, motivation, sex, emotion, and the cultural condition. Kasbolah (in Patrica, 1998:44) states several factors that influence the English teaching are the teacher's role, the condition of students, the curriculum, the instructional materials, the teaching techniques and the students' attitude toward the teaching of English. The following parts discuss these factors.

a. The Teacher's Role

Elementary school teachers should try to understand the characteristics of each student. They should be aware that children are affected by cultural influence (Polard, 1994:12). They are still dependent on their teachers, their peers and their family in making the decisions. Here, the teacher plays an important role in the teaching-learning activity. Kasbolah (in Patrica, 1998:50) states that the teacher is the main figure in the class because he should set up attractive situation that prevent students from getting bored. The teacher should be competent because the competence will enable him to present the materials in an appropriate way. The teacher should arrange an appropriate way for the teaching-learning activities.

In this case, Finnochiaro (in Patrica, 1998:50) states that a teacher is the most influential person in the classroom because she/he has to create a comfortable classroom climate to plan various learning activities and give materials effectively. The teacher should be able to develop the students' attitude that is needed for effective teaching. He/she also should be able to determine the most appropriate technique for language teaching and the skilled language teacher is required for the development of adequate language competency.

The conclusion from the explanations above is the teacher should be a good facilitator for her/his students and should be able to present the materials appropriately. From that reason, the teacher should have sufficient knowledge about linguistics, and should be able to be a good model for her/his students and creative in

choosing the method and techniques for teaching English.

b. The condition of the students

The students also a part that play a role in the teaching-learning activity. The teacher has to know their condition if she/he wants to have effective teaching. There are some essential factors related to the students that cannot be ignored in teaching, (Patrica, 1988:97). Those factors are as follows :

1 Age

The students of elementary school are still young enough. They are good at mutating, learning verbal concepts and learning more slowly than adults. Thus the teacher should be able to determine the best technique in an enjoyable way, in a concrete, oral concept and should be patient.

2 Aptitude

Students' level competencies are vary. There are bright students, slow students and some students are between two categories. Here, the teacher should be able to use the ability of bright students to help the other weak students. The teacher also has to think to help the weaker students.

3 Aspiration and needs

The purpose of teaching at the Elementary school is to introduce the language to the students for their following study. The elementary school needs are single listening, reading, and speaking as they are stated in the 1994 curriculum. The teacher should know this condition, so he/she can choose the simple way of teaching.

4 Native language

The target language and the mother tongue sometimes interfere people in learning language. They tend to make mistakes that occur after they had seen the words and they pronounce the words as they used to do it in their mother tongue.

5 Socio-Economic Status

The teacher should know well about the students' economic status. They might be a possibility that some students must work before and after school. They should help their parents to earn money. Some students might have a place to study due to the large number of family members. Sometimes they are discouraged by the parents to study because they have to spend extra time to do it. These conditions should be well known by the teacher because, the condition of the student's economic status will affect their motivation to learn English.

c. The Instructional Materials

The instructional materials for the elementary school should be close linked to the interests and experience of the children. The textbooks for teaching English at the elementary school are designed on the basic local content curriculum, and their content should be relevant to them.

d. The Curriculum

Teaching English at the elementary school has to consider the 1994 English curriculum. It conveys the basic course outline of the implementation of English as a local content subject. The objective is at the end of the lesson, the students have skills of reading, listening, speaking and writing English in simple patterns based on their vocabulary achievement level at about 500 words which is focused on listening, reading, and speaking. Moreover, the teaching-learning process uses meaning base approach in which all language components should be given in contexts. Also the language skills must be developed integratedly.

e. Teaching Techniques

Young learners perform better than adults' learners in learning a foreign language, especially for pronunciations of the words. Besides, they are not disturbed

by their psychological problem. They are not afraid of making mistakes on the basis of their potency in learning English. They imitate exactly what they hear, listen and see. So, if the teacher makes mistakes in transferring the target language, they will receive it. Several techniques that are considered good to be performed are songs, conversation, games, and storytelling. Several reasons of the application of those techniques are:

- a. Songs enables the students to strengthen their ability to the words, innovation, rhythm, and idiomatic expression;
- b. Games can create fun. Learning in enjoyable and cheerful condition enable the students to learn better;
- c. Conversations enable the students to learn in natural setting of real life;
- d. Storytelling is motivating and fun, it also exercises imagination, useful tool in linking fantasy and the imagination with the children's real world. Storytelling shares social experience, allows certain language items to be acquired and develops the child's listening and concentrating skills. It is also creates opportunities to develop continuity on children's toning and can lay the foundation of secondary school in terms of basic language function.

f. The Attitude of The Teacher and Students toward English.

Yuhetty (in Patrica, 1998:99) states that attitude can determine the students' motivation in learning English. It can be expected that the students who have favorable attitude toward learning English will also be willing to study the language actively. Here, we can conclude that an attitude plays a very important role in learning a language. If the students do not have a good attitude toward English, it is impossible for them to be actively involved in studying.

In fact, English is a difficult scary subject. Sometimes, the main factor is the teacher. The teacher should have an extra patience with their students. S/he has to run their learning by brief and clear instruction to the students. The elementary school students' needs are the teacher's attention and patience. While, the attitude of

elementary school teachers are not just to motivate them in learning English. They are more crucial than that. We need them in our language teaching because they are the key parts of the process by which language develops (Holliwel, 1992:11).

2.2. Difficulties in Teaching Vocabulary

To understand English words better is not an easy thing. It requires more language knowledge about English itself. The teacher realized that there are different rules and patterns between English and Indonesian.

In line with the opinion above, Kustaryo, (1988:16) says, "The students face difficulties when learning words of the target language, because these two language, English and Indonesian are not branches of the same language, they have different syntactical patterns."

Furthermore, Kustaryo says that English words are very complex and this complexity brings difficulty to the students who try to learn them. The difficulty comes from the words themselves, which is usually called an intrinsic one (1988:16). In addition, Robert Lado in Mujiati (1999:14) state that vocabulary difficulty has been demonstrated that the chief sources of difficulty in learning vocabulary is in phonology (spelling and pronunciation) and grammar (usage words). Clearly, it seems that the aspect of spelling pronunciation, words formation, kinds of meaning and usage of the words should be considered as the sources of difficulties in learning vocabulary.

Besides, the problem of words formation is also important be considered since the English words are made through several ways such as by compounding, blending abbreviation and affixation. It is also important to knowledge the kinds of meaning of the English words in order to help understanding vocabulary better.

Based on the explanations above, the difficulties in teaching English vocabulary basically are on the way of spelling, pronunciation, words formation and kinds of meaning.

2.3. The Teaching Techniques in the Teaching of Vocabulary

Teaching vocabulary is a complex task, because the teaching includes, the meaning of words, spelling, pronunciation, and the usage. A good teacher should use appropriate presentation techniques and enough practice for certain words so that the objectives of learning will be achieved.

Concerning with the problem solving, there are some experts arguing many various ways of vocabulary teaching. There are three steps used in presenting new vocabulary; introducing new vocabulary, practicing and checking vocabulary, and consolidating vocabulary or vocabulary building. There are as follows:

a. Introducing new vocabulary

According to Haycraft (1978:47-48), introducing a new vocabulary can be presented by a teacher by giving a concept, creating a context, describing pictures, defining objects, using mime, defining opposite and synonym of words, translating, showing pictures or flash card, and wall carts, and introducing words game.

In line with the opinion above, the more recent optimal, of the techniques of presenting new vocabulary are given by Ellis and Brewster (1991:34-35), the techniques consist of using objects, drawing, giving illustration and pictures in story books, expressing, using opposite, guessing from context, eliciting, and translating.

a) *Using objects*

There are many objects that can be used to show the meaning, either in the classroom, or bring in examples. Using object will help the students, to memorize the words through visualization.

b) *Drawing*

Objects can be draw on the blackboard or on flash cards.

c) *Using illustration and pictures in story books*

Giving the illustration is for the purpose of helping the students convey the meaning of the words.

d) *Using Mime, expressions, and gestures*

It is useful in teaching adjectives, for example, to illustrate the feeling of sadness, happiness, or loneliness.

e) *Using opposite*

It can also be used in teaching adjectives, for example: happy><sad
diligent><lazy
rich><poor

f) *Guessing from contexts*

This will help the students build up self-confidence so that they can work out the meaning of words when they are on their own.

g) *Eliciting*

Once the context is established, the teacher asks students what they will expect someone to say or to do in a special situation.

h) *Translation*

There are always some words needed to be translated and this technique can save time.

In conclusion, in introducing new words, it is important to get the students to use their senses to help memorize words and understand their meaning.

b. Practicing and checking vocabulary

After new words have been introduced, it is important for the teacher to give opportunities for the students to practice it and the teacher himself checks the students' vocabulary understanding

As stated by Robert Lado in Mujiati(1999:15), there are some steps that will be involved in vocabulary learning. They are learning the words, pronouncing the words, guessing the meanings, illustrating sentences, practising pronunciation, using strategy for special type of words, and expanding vocabulary. Clearly, practice is important to be done after the steps of introducing new words.

Concerning with the explanations above, there are a variety of activity the teacher can use to check students' vocabulary proposed by Ellis and Brewster (1991:38). They are as follows:

a) *What's missing?*

It is a kind of game that can be played as a team game

b) *Kim's game*

This game works in the same way as the game above.

c) *Matching words to pictures*

For example, the students match prepositions with the pictures.

d) *Guessing game*

It can be in the form of hide-and seek game or mime game

e) *Picture dictation /giving instructions*

The teacher gives instructions that focus on specific vocabulary for example:

"Show me the red bag," Touch your mouth!"

f) *Labeling*

The students label the pictures

g) *Classifying*

The students sort words into different categories

h) *Memory game*

The teacher give a list of words to the first child that should be remembered. This child will whisper to the next child and so on until the last child is reached. This child must compare the list with the original one and see if it has changed.

c. Consolidating vocabulary/vocabulary building

Realizing that one of the characteristics of young learners is easy to learn but quickly to forget, it is important that after vocabulary has been, introduced and practiced, the students should be encouraged to build-up their vocabulary as well as possible.

For the reason Ellis and Brewster (1091:31-38) express that building-up the students' vocabulary can be done through picture dictionaries or vocabulary books, vocabulary families, collages, and researching.

a) Picture dictionaries

The students collect pictures based on the vocabulary given

b) Word families

The students can copy pictures from the storybook, colored, labeled, and put in the envelopes which can be labeled based on the word families

c) Collages

The students collect pictures around a particular idiom. It is used to decorate the classroom so that the students' motivation in learning vocabulary will increase.

d) Researching

It encourages the students to look for similarities between English words and words in their own language. For example, they may like to look for the English words that are used in their county on many things, such as: a book, a pen, an apple, a lamp, and so on.

Finally, by knowing the way of introducing a new word, practicing and checking vocabulary has been learnt, and vocabulary building, it is hoped that the teacher will be easy to transfer the vocabulary to the students and it help their vocabulary achievement increase.

CHAPTER III RESEARCH METHODS

3.1. Research Design

This research was a descriptive qualitative. It was intended to describe the techniques used by the English teacher in teaching vocabulary to the fifth year students of SD Al Furqon Jember in the 2000/2001 academic year and the teaching materials of vocabulary taught to the students.

This research was also descriptive quantitative since it deals with numbers researched. It was intended to describe the students' vocabulary achievement quantitatively in the form of percentage.

The procedures of the research were as follows:

1. Studying the references
2. Determining the research title
3. Formulating the problem and objectives
4. Determining the variable and data resources
5. Choosing the research design
6. Constructing the research instrument
7. Collecting the data
8. Analyzing the collected primary data
9. Concluding the results of the research
10. Writing the research report

3.2. Area Determination Method

The research area was determined by using the purposive method. This research was conducted at SD Al Furqon Jember. This school was chosen to conduct the research because of several reasons. First, in that school, English has been taught as

the local content subject. Second, the principal gave permission to the researcher to conduct the research, to use the facilities, and to observe the class. Third, the school was known as a good school in terms of the students' learning achievement.

3.3. Respondent Determination Method

In this research, the research population was chosen to determine the respondents because the number of the respondents was less than a hundred students. The respondents of this research were the fifth year student of SD Al Furqon Jember in the 2000/2001 academic year with the number of 40 students.

3.4. Data Collection Methods

This research consisted of two kinds of data. They were primary data and supporting data. The primary data were divided into two kinds. They were qualitative data and quantitative data. The qualitative data were the techniques used by the English teacher in teaching vocabulary and the material of vocabulary taught to the fifth year students at the second-four-month term. These collected data were analyzed descriptively and qualitatively. Then the quantitative data were the data of the fifth year students' vocabulary achievement in the forms of scores. These collected data were analyzed quantitatively in the percentage.

To collect these data, some methods were used by the researcher. They were observation, test, interview and documentation.

3.4.1. Observation

In this research, direct observation was used to collect the primary data that deal with the techniques used by the teacher in teaching vocabulary and the teaching material of vocabulary taught to the fifth year students of SD Al-furqon Jember in the 2000/2001 academic year. The observation conducted in the classroom for about two weeks, at the second-four-month term. When doing the class observation, the

researcher used the guided observation in the form of field note that contained the indicators of the research investigated. The guide of observation could be seen on Appendix 2.

3.4.2 Test

Faisal (1992:132) states that a test is a set of stimulus given to someone to get the answer which can be used as a guide for someone's score related to the specific variable that will be measured for measuring certain aspects of man's behavior. Test is a measurement instrument in the form of questions to get the responses. The responses will be determined by scores. In this research, vocabulary test was used to collect the primary data dealing with the students' vocabulary achievement. Therefore, the achievement test was used to get the data. According to Heaton (1975:x-xi) an achievement test is a test that is designed to measure what has been taught and learnt. It means that the test is given to the respondents to measure their achievement of what they have learnt. This test used content validity. It means that the validity covers the content of materials that should be measured. In line with this statement, Resviel (1982:5) says that content validity is related to the materials having been given to the students. In other words, the test could be considered as having content validity if it covers the material taught to the students. Dealing with the test, there are two requirements of a good test instrument. They are validity and reliability. The valid test measures what must be measured. The reliable test means, the test instrument could give results. Dealing with test reliability, Joni (1992:38) says that if a test is valid, it must be reliable. Since the test used the content validity, it was valid and reliable as well. Therefore the test reliability was not used in this research.

Dealing with the test form, this test was objective in the form of multiple choice questions, matching and arranging the words. These forms of the test were chosen, because they were suitable forms to measure the students vocabulary

achievement. Besides that, the students were the beginners of English, so those three kinds of test were appropriate for them.

This vocabulary test was the teacher made test. It means that the test was made by the researcher by considering the material of the vocabulary teaching for the fifth year students of SD Al Furqon Jember in the 2000/2001 academic year, English curriculum and the teaching material of vocabulary that have been taught by the English teacher. Before the test was given to the respondents, it was consulted to the teacher to know whether or not it could be tested to them. The number of test items was 50 items that covered 5 indicators, namely: 10 items of nouns, 10 items of verbs, 10 items of adjectives, 10 items of preposition and 10 items of adverbs.

Dealing with scoring, each item was scored 2. Thus, the total score of the test items was 100.

3.4.3 Documentation

Documentation was used to find out the data about the facts or variables in the form of notes, transcript, books, newspapers, etc. (Arikunto, 1993:202). In this research, documentation was used to get the supporting data dealing with the personnel of SD Al Furqon Jember, the names of the respondents, and the facilities provided at SD Al Furqon Jember.

3.4.4 Interview

Interview is a dialogue conducted by the interviewer to obtain the data from the interviewee. There are three kinds of interview; namely unguided interview, guided interview, and free guided interview (Arikunto, 1993:127).

Among those kinds of interview, free guided interview was chosen to collect the data about the materials given to the students, students' assignments concerning with the subject, and the problem usually faced by the teacher in vocabulary learning.

In this case, the researcher got the data from the interviewee by developing the interview guide to obtain the information needed.

3.5. Data Analysis Method

Determining the data analysis method is important in a research. It is the requirement in order to be able to interpret the data obtained from the field. The raw data will be meaningless if they are not analyzed. The data can be analyzed by using statistical or non-statistical method (Arikunto, 1996:242). In this research, there were two kinds of primary data. They were qualitative data and quantitative data. The qualitative data were the techniques used by the English teacher in teaching vocabulary and the material of vocabulary taught to the fifth year students at the second-four-month term. These collected data were analyzed descriptively and qualitatively. Then the quantitative data were the data of the fifth year students' vocabulary achievement in the form of scores of the test result. These collected data were analyzed quantitatively by using the following percentage formula:

$$E = \frac{n}{N} \times 100 \%$$

Explanation:

E : The percentage of the students' vocabulary achievement

N: The total score of the test items

n: The students' obtained scores of vocabulary test.

Adapted from Muhamad Ali, (1987:84)

Then, the results of the data analysis are described qualitatively based on the following classification of the score levels.

Table 1. The Classification of the Score Levels

Score	Classification
96 - 100	Excellent
86 - 95	Very good
76 - 85	Good
66 - 75	More than enough
56 - 65	Enough
46 - 55	Poor
36 - 45	Very poor
26 - 35	Bad
< 25	Very bad

Adapted from Depdikbud, (1990: 10)

CHAPTER IV RESULTS AND DISCUSSION

This chapter present the research results that cover the results of supporting data and the results of the primary data. The supporting data were obtained from the result of documentation, while the primary data were taken from the results of observation, interview and test.

4.1 Results of The Supporting Data

The supporting data in this research consisted of the data obtained from documentation.

4.1.1 Results of Documentation

The documentation was used to get the supporting data about the school personnel, the names of respondents, the school facilities of SD Al Furqon Jember in the 2001/2001 Academic Year.

The personnel of SD Al Furqon Jember consist of 40 Persons. They are 1 headmaster, 32 teachers, 7 administration staff, and 1 librarian. The detail information could be seen on Appendix 5.

The respondents of this research were the fifth year students of SD Al Furqon Jember in the 2000/2001 academic year. The total number of the respondents was 40 students. They consisted of 18 male and 22 female students. The names of the respondents are enclosed on Appendix 6.

SD Al Furqon provided facilities that could support the teaching learning process in the classroom or outside the class. The facilities consist of 23 classroom, the headmaster's room, the teacher's room, administrative staff's room, a laboratory, a hall, 8 toilets, a language room, the sports aids, mosque, a health room, cooperation room and an art room.



4.2 Results of The Primary Data

The primary data were obtained from observation, interview and vocabulary test at SD Al Furqon Jember in the 2000/2001 academic year. Observation was used to obtain the data dealing with the vocabulary teaching learning process. Interview was used to obtain the information of the vocabulary teaching learning process to complete the data collected from observation. Then, test was used to collect the data dealing with the students' vocabulary achievement.

4.2.1 The Results of Observation

At SD Al Furqon Jember, English was taught as a local content subject. It has been taught beginning from the fourth grade students to the sixth grade students. It was taught to the students twice a week in which each meeting takes two hours of the lesson or about 80 minutes.

The class observation was conducted in the fifth grade by the researcher for about two weeks or four times. The subject observed was the English teacher when teaching English in the class.

In teaching English, the teacher used communicative approach. It means that in teaching English, the teacher's role was as a facilitator or guide. The English teaching process was centered on the students. It means the students were active in learning English. The teacher gave help when the students had difficulties in understanding the materials.

The teacher integrated the English skills and the components in the teaching learning process. It means that listening, writing, reading, speaking, structure and vocabulary has been taught integratedly.

In teaching vocabulary the teacher used oral and written form. She always trained the students vocabulary when she entered the class by asking some questions, or lead the students to remember the materials taught before. If there was any students faced difficulties, the teacher helped them. When the teacher taught about the reading skills, she read the text first explained about the topic and introduced the new words to the students. If the topic related to the real things that provided in the class, for example, table, chair, blackboard, ruler, etc, the teacher told them the names of that things and she asked

them to remember them all. The teacher also asked the students to make some sentences to know how far the students could understand about the meanings of the new words that have been learnt. Sometimes the teacher brought the students to the language room. In this place, the situation of the teaching learning process was very different from the classroom. In the language room, the students enjoyed learning English. The teacher also gave chance to the students to express their ability in vocabulary by playing games (bingo, puzzle, drawing), singing a song, and watching the English program for young learners from a video.

In another class meeting, the teacher reminded the students of what have been learnt by asking them some questions including the vocabulary material that covered verbs, nouns, adjectives, preposition and adverbs. Besides, to know about the students vocabulary achievement, the teacher also gave task made by the teacher or from the text book in written or oral form.

4.2.2 Result of Interview

Interview was used to complete the data collected from observation. It dealt with the materials given to the students, the students assignments concerning with the subject, and the problems usually faced by the English teacher in the vocabulary teaching. Based on the results of interview, the teaching materials were taken by the English teacher from the book that is published by Grassindo. Then concerning with the students' assignments, the exercise they were given by the teacher as a reinforcement. The test usually given when the teacher finished the material in every meeting, every finished 2 units and every four-month term. Dealing with test, the test is usually made by the teacher and sometimes it was taken from the text book.

In the teaching of vocabulary, sometimes the teacher faced a problem. It was related to the students' psychology. It means that not all the students wanted to show their ability in vocabulary specially in oral test. They were still afraid of making mistakes and shy with other students. In this case, the teacher made special notes about them and always gave more in answering the questions. It was hoped that their self confidence would be stronger.

4.2.3 Results of Test

In this research, vocabulary test was given to the fifth year students after doing the observation. The vocabulary test included the research indicators, namely verbs, nouns, adjectives, prepositions and adverbs. The number of the test item was 50 items.

The results of the test in the form of the students' vocabulary scores are presented in the following table 2.

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Table 2. The Results of Vocabulary Test.

No	VOCABULARY														
	VERB			NOUN			ADJECTIVE			ADVERB			PREPOSITION		
	T	F	S	T	F	S	T	F	S	T	F	S	T	F	S
1.	09	01	18	10	0	20	10	0	20	08	02	16	09	01	18
2.	09	01	18	10	0	20	10	0	20	08	02	16	09	01	18
3.	10	0	20	10	0	20	10	0	20	07	03	14	09	01	18
4.	08	02	16	10	0	20	10	0	20	08	02	16	10	0	20
5.	10	0	20	10	0	20	10	0	20	08	02	16	09	01	18
6.	10	0	20	10	0	20	09	01	18	07	03	14	09	01	18
7.	08	02	16	10	0	20	09	01	18	06	04	12	08	02	16
8.	08	02	16	09	01	18	09	01	18	07	03	14	08	02	16
9.	10	0	20	10	0	20	10	0	20	07	03	14	09	01	18
10.	10	0	20	10	0	20	10	0	20	08	02	16	09	01	18
11.	10	0	20	10	0	20	10	0	20	07	03	14	09	01	18
12.	10	0	20	09	01	18	10	0	20	07	03	14	09	01	18
13.	09	01	18	08	02	16	10	0	20	07	03	14	09	01	18
14.	06	04	12	07	03	14	08	02	16	07	03	14	07	03	14
15.	07	03	14	08	02	16	08	02	16	07	03	14	07	03	14
16.	10	0	20	10	0	20	10	0	20	08	02	16	09	01	18
17.	10	0	20	10	0	20	10	0	20	08	02	16	09	01	18
18.	10	0	20	10	0	20	10	0	20	08	02	16	10	0	20
19.	06	04	12	07	03	14	07	03	14	06	04	12	06	04	12
20.	09	01	18	09	01	18	09	01	18	07	03	14	10	0	20
21.	09	01	18	10	0	20	09	01	18	08	02	16	10	0	20
22.	07	03	14	08	02	16	08	02	16	06	04	12	08	02	16
23.	09	01	18	09	01	18	09	01	18	07	03	14	10	0	20
24.	09	01	18	09	01	18	10	0	20	08	02	16	10	0	20
25.	09	01	18	10	0	20	10	0	20	08	02	16	10	0	20
26.	10	0	20	10	0	20	10	0	20	08	02	16	10	0	20
27.	09	01	18	09	01	18	09	01	18	08	02	16	09	01	18
28.	08	02	16	08	02	16	09	01	18	07	03	14	08	02	16
29.	09	01	18	09	01	18	09	01	18	08	02	16	09	01	18
30.	09	01	18	09	01	18	09	01	18	07	03	14	09	01	18

31.	08	02	16	08	02	18	09	01	18	07	03	14	08	02	16
32.	07	03	14	07	03	14	07	03	14	07	03	14	08	02	16
33.	07	03	14	09	01	18	08	02	16	06	04	12	08	02	16
34.	08	02	16	09	01	18	08	02	16	07	03	14	07	03	14
35.	08	02	16	09	01	18	08	02	16	07	03	14	08	02	16
36.	09	01	18	10	0	20	10	0	20	08	02	16	09	01	18
37.	09	01	18	10	0	20	10	0	20	07	03	14	09	01	18
38.	08	02	16	09	01	18	09	01	18	07	03	14	09	01	18
39.	09	01	18	09	01	18	09	01	18	08	02	16	10	0	20
40.	10	0	20	09	01	18	10	0	20	08	02	16	10	0	20

Notes:

- No : The number of respondents
- T : The number of correct answers
- F : The number of the wrong answers
- S : The scores obtained in each indicator

4.3 Data Analysis

The following table is the computation results of each type of the vocabulary indicator. It was analyzed by using the formula :

$$E = \frac{n}{N} \times 100\%$$

- Where : E = Score of the students
- n = The score obtained
- N = The total score

Table 3. The interpretation of the students' score

NO	VOCABULARY															T
	VERB			NOUN			ADJECTIVE			ADVERB			PREPOSITION			
	n	N	S	n	N	S	n	N	S	n	N	S	n	N	S	
1.	18	20	90	20	20	100	20	20	100	16	20	80	18	20	90	92
2.	18	20	90	20	20	100	20	20	100	16	20	80	18	20	90	92
3.	20	20	100	20	20	100	20	20	100	14	20	70	18	20	90	92
4.	16	20	80	20	20	100	20	20	100	16	20	80	20	20	100	92
5.	20	20	100	20	20	100	20	20	100	16	20	80	18	20	90	94
6.	20	20	100	20	20	100	18	20	90	14	20	70	18	20	90	90
7.	16	20	80	20	20	100	18	20	90	12	20	60	16	20	80	82
8.	16	20	80	18	20	90	18	20	90	14	20	70	16	20	80	82
9.	20	20	100	20	20	100	18	20	90	14	20	70	18	20	90	92
10.	20	20	100	20	20	100	20	20	100	16	20	80	18	20	90	94
11.	20	20	100	20	20	100	20	20	100	14	20	70	18	20	90	92
12.	20	20	100	18	20	90	20	20	100	14	20	70	18	20	90	90
13.	18	20	90	16	20	80	20	20	100	14	20	70	18	20	90	86
14.	12	20	60	14	20	70	14	20	70	14	20	70	14	20	70	70
15.	14	20	70	16	20	80	16	20	80	14	20	70	14	20	70	74

16.	20	20	100	20	20	100	20	20	100	16	20	80	18	20	90	94
17.	20	20	100	20	20	100	20	20	100	16	20	80	18	20	90	94
18.	20	20	100	20	20	100	20	20	100	16	20	80	20	20	100	96
19.	12	20	60	14	20	70	14	20	70	12	20	60	12	20	60	64
20.	18	20	90	18	20	80	18	20	90	14	20	70	20	20	100	88
21.	18	20	90	20	20	100	20	20	100	16	20	80	20	20	100	92
22.	14	20	70	16	20	80	16	20	80	12	20	60	16	20	80	74
23.	18	20	90	18	20	90	18	20	90	14	20	70	20	20	100	88
24.	18	20	90	18	20	90	18	20	90	16	20	80	20	20	100	92
25.	18	20	90	20	20	100	20	20	100	16	20	80	20	20	100	94
26.	20	20	100	20	20	100	20	20	100	16	20	80	20	20	100	96
27.	18	20	90	18	20	90	18	20	90	16	20	80	18	20	90	88
28.	16	20	80	16	20	80	16	20	80	14	20	70	16	20	80	80
29.	18	20	90	18	20	90	18	20	90	16	20	80	18	20	90	88
30.	18	20	80	18	20	90	18	20	90	14	20	70	18	20	90	86
31.	18	20	80	18	20	90	18	20	90	14	20	70	16	20	80	82
32.	16	20	80	14	20	70	14	20	70	14	20	70	16	20	80	72
33.	14	20	70	18	20	80	18	20	90	12	20	60	16	20	80	76
34.	16	20	80	18	20	90	18	20	90	14	20	70	14	20	70	78
35.	16	20	80	18	20	90	18	20	90	14	20	70	16	20	80	80
36.	18	20	90	20	20	100	20	20	100	16	20	80	18	20	90	92
37.	18	20	90	20	20	100	20	20	100	14	20	70	18	20	90	90
38.	16	20	80	18	20	90	18	20	90	14	20	70	18	20	90	84
39.	18	20	90	18	20	90	18	20	90	16	20	80	20	20	100	90
40.	20	20	100	18	20	100	20	20	100	16	20	80	20	20	100	95
●	706		3505	742		3679	748		3704	601		2948	725		3552	3485
M			87,6			91,9			92,6			73,7			88,8	87,2

Notes :

- NO : The number of the respondents
- n : The scores obtained
- N : The total score of each indicator
- N1 : The number of problems
- S : The total score after computed
- T : The total score for each student
- M : The mean score

Further, after analyzing the students' vocabulary score, the scores were classified based on the classification of the score level as stated by Ali (1987:85). Then, they were classified to find the score frequencies obtained by the students. The results are presented in the following table 4.

Table 4. The Qualification of the Average of the Students' vocabulary Achievement

NO	INDICATORS	MEAN	SCORE QUALIFICATION	CLASSIFICATION
1	Verbs	87,6	86 – 95	Very good
2	Nouns	91,9	86 – 95	Very good
3	Adjectives	92,6	86 – 95	Very good
4	Adverbs	73,7	66 – 75	More than enough
5	Prepositions	88,8	86 – 95	Very good
	Total score of vocabulary	87,2	86 – 95	Very good

Based on the table above, it could be explained about the results follows:

1. The students' mean score of verbs is 87,6. It is around 86 – 95. It means that the qualification of the students' mean score of verbs is very good.
2. The students' mean score of nouns is 91,9. It is around 86 – 95. It means that the qualification of the students' mean score of nouns is very good.
3. The students' mean score of adjectives is 92,6. It is around 86 – 95. It means that the qualification of the students' mean score of adjectives is very good.
4. The students' mean score of adverbs is 73,7. It is around 66 – 75. It means that the qualification of the students' mean score on adverbs is more than enough.
5. The students' mean score of preposition is 88,8. It is around 86 – 95. It means that the qualification of the students' mean score of prepositions is very good.
6. The total mean score of the students' vocabulary achievement is 87,2. It is around 86 – 95. It means that the qualification of the students' vocabulary achievement is very good.

4.4 Discussion

Based on the results of class observation and interview, it is found that at the fifth grade of SD Al Furqon Jember, the English teacher applied communicative approach in teaching English. In the communicative approach the teaching learning process is centered on the students. In other words, the students are active in learning English. The four skills and the components, such as vocabulary and structure are taught integratedly.

It is obviously that the teaching of vocabulary applied integrated technique helps the students learn English, especially learn vocabulary. Using media, the kinds of picture, real things, audio visual, games, songs, puzzles and story telling more efficient and effective in developing the students' vocabulary. It can be proved from the scores obtained by the students from their vocabulary test results when the kinds of media were applied as the teaching techniques. Meanwhile, the vocabulary test consisted of verbs, nouns, adjectives, prepositions, and adverbs.

Then, in relation to the problems stated in the previous chapter, it can be described that the mean score obtained by the students on verbs is 87,6; on nouns is 91,9; on adjectives is 92,6; on prepositions is 73,7; and adverbs is 88,8. Thus, the total mean of the students' vocabulary achievement is 87,2. These results appear because of the test that given to the students was suitable with the materials that have been taught by the teacher. Besides, the type of the test helped the students understand easier to answer the questions.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of class observation and interview and vocabulary test, it could be concluded as follows:

- 1) The English teacher of fifth year students of SD Al Furqon Jember used the integrated technique in teaching vocabulary. It means that vocabulary was taught integratedly with the four English skills: listening, speaking, reading and writing.
- 2) The English teacher often used visual media in teaching vocabulary.
- 3) Kinds of the visual media used by the English teacher in teaching vocabulary were pictures, real things, songs, games and audio video.
- 4) The results of the data analysis of the vocabulary test showed test on average, the students' vocabulary achievement was very good. The result was supported by the qualification of the students' scores of the vocabulary indicators namely verbs, nouns, adjective, adverbs, and prepositions.

Based on the results of the data analysis of vocabulary test, it could be concluded that the total mean score of the students' vocabulary achievement was 87,2. This research was supported by the very good qualification of the mean score of each vocabulary indicator asumsi follows:

1. The mean score of verbs was 87,6, meaning that the qualification of the students' vocabulary achievement on verbs was very good.
2. The mean score of nouns was 91,9, meaning that the qualification of the students' vocabulary achievement on nouns was very good.
3. The mean score of adjectives was 92,6, meaning that the qualification of the students' vocabulary achievement on adjectives was very good.
4. The mean score of prepositions was 73,7, meaning that the qualification of the students' vocabulary on prepositions was more than enough.
5. The mean score of adverbs was 88,8, meaning that the qualification of the students' vocabulary on adverbs was very good.

5.2 Suggestions

Based on the results of the research described above, it is suggested that the English teacher should select the appropriate technique and use visual media in teaching vocabulary to increase the students' vocabulary achievement.



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APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
<p>A Descriptive Study on the Vocabulary Teaching to the Fifth Year Students and Their Vocabulary Achievement at SD Al Furgon Jember in the 2000/2001 Academic Year.</p>	<ol style="list-style-type: none"> 1. What techniques does the English teacher use in teaching vocabulary to the fifth year students of SD Al Furgon Jember in the 2000/2001 academic year? 2. What kinds of media does the English teacher use in teaching vocabulary to the fifth year students of SD Al Furgon Jember in the 2000/2001 academic year? 3. To what extent is the vocabulary achievement of the fifth year student of SD Al Furgon Jember in the 2000/2001 academic year? 	<ol style="list-style-type: none"> 1. The techniques used by English teacher in teaching vocabulary. The kinds of media used by the English teacher in teaching vocabulary 2. The kinds of the fifth year students of SD Al Furgon Jember in the 2000/2001 Academic Year 3. The vocabulary achievement of the fifth year students of SD Al Furgon Jember in the 2000/2001 Academic Year 	<ol style="list-style-type: none"> 1. Teaching vocabulary through contexts 2. Teaching vocabulary through pictures 3. Teaching vocabulary through real things 	<ol style="list-style-type: none"> 1. Respondents The fifth year Students Of SD Al Furgon Jember In the 2000/2001 academic year. 2. Informant: The English Teacher. 3. Documents 	<ol style="list-style-type: none"> 1. Area Determination: Purposeful Method 2. Respondent Determination Method Population Research 3. Data Collection Methods <ol style="list-style-type: none"> a. Primary Data <ul style="list-style-type: none"> - Observation - Interview - Test b. Supporting Data <ul style="list-style-type: none"> - Documentation 4. Data analysis Method <ol style="list-style-type: none"> a. Descriptive Quantitative b. Descriptive Qualitative by using the percentage formula: $E = \frac{n}{N} \times 100 \%$ <p>Explanation : E : The percentage of the students' vocabulary achievement n : The students' obtained scores of vocabulary test N : The total score of the test items</p>

Appendix 2

Supporting Data Instruments

A. The main data

The guide of observation

No	Indicators observed	Data Resources
1.	English teaching-learning process - the teaching of vocabulary - the teaching materials of vocabulary - the techniques used by the teacher in teaching vocabulary - the use of media in teaching vocabulary	English teacher and the students

The guide of interview

No	Supporting Data Taken	Data Resources
1.	Could you explain about the curriculum you use in teaching English to the students?	The English teacher
2.	What the English skill do you emphasize in teaching English to the fifth year students?	
3.	Could you explain to me about the teaching materials of vocabulary to the fifth year students?	
4.	What kind of media do you usually use in teaching English vocabulary to the fifth year students?	

B. The Supporting Data

The guide of documentation

No	Supporting Data Taken	Data Resources
1.	The personnel of SD Al Furqon Jember	Document
2.	The location and the condition of SD Al Furqon Jember	Document
3.	The facilities of SD Al Furqon Jember	Document
4.	The names of respondents	Document

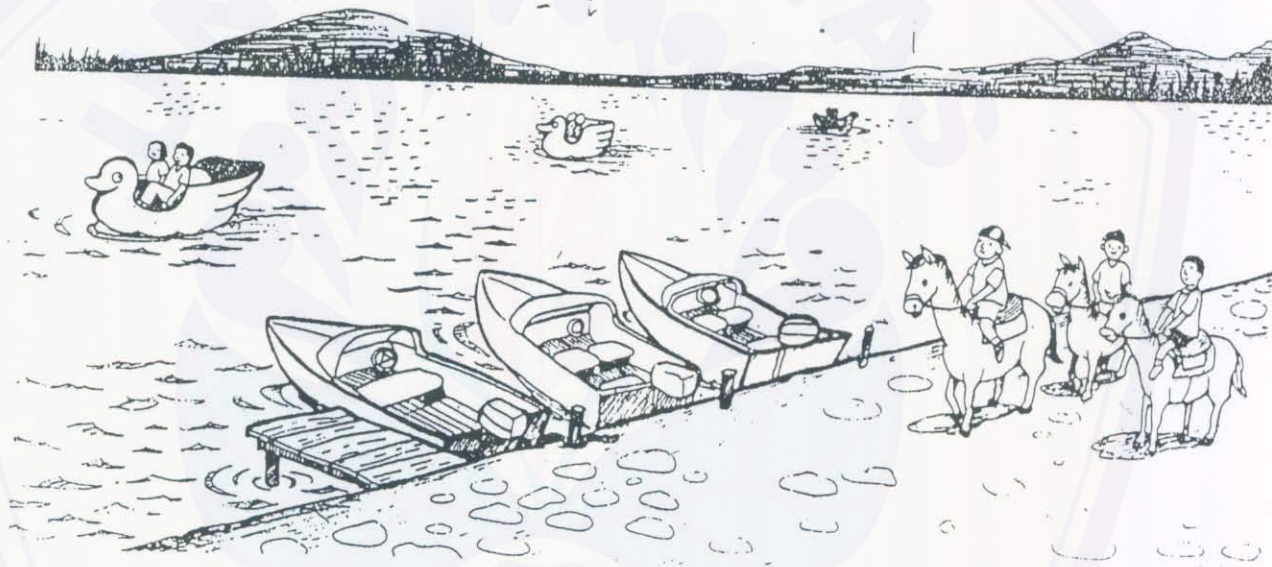
Appendix

Vocabulary Test

Class : V

Time : 90'

A. Read the text carefully



Dono and Arif are in Sarangan Lake. They don't go to school because it is Sunday. It's holiday. They go to Sarangan Lake with their parents. They bring a photograph. The Sarangan lake is in Magetan. They go there by bus. They come to Sarangan at 10.00 a.m. They are very happy. They see many people there. They are walking around the lake by boat. There are many boat on the lake. They ride a water cycle, then ride a horse. They give food to the horse. Their parents watch them. Their parents buy fruits and souvenirs. They buy apples, oranges, and avocados. Dono and Arif eat the fruits. They buy small bags, wallets, and hats. Arif wear the hat. They go home at 3.00 p.m.

A. Fill in the blanks in the following sentences with the appropriate words based on the text.

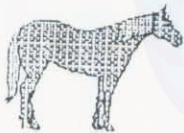
Isilah titik-titik dalam kalimat di bawah ini dengan kata-kata yang tepat yang terdapat dalam bacaan di atas.

1. Dono and Arif..... to Sarangan lake with their parents.
2. They to Sarangan at 10.00 a.m.
3. They are.....around the lake by boat.
4. Dono and Arif a photograph.
5. They many people there.
6. They a water-cycle.
7. They..... food to the horse.
8. Their parents them
9. They small bags, wallets and hats.
10. Arief the hat.

B. Please match the sentences below with the suitable picture provided. Write down the number below the picture!

Pasangkan kata-kata di bawah ini sesuai gambar yang di sediakan dengan tepat ! Tulislah angkanya di bawah gambar!

- | | |
|---------------------|---------------------|
| 1). This is a ship | 6). This is a boy |
| 2). This is a horse | 7). This is a lake |
| 3). This is a bag | 8). This is a car |
| 4). This is a clock | 9). This is a girl |
| 5). This is a hat | 10). This is a book |



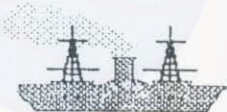
a. (.....)



b.(.....)



c.(.....)



d.(.....)



e.(.....)



f. (.....)



g.(.....)



h.(.....)



i.(.....)



j.(.....)

C. Fill in the blanks space with the correct opposite words to the underlined words, by choosing the words in the box!

Isilah titik-titik dalam kurung dengan lawan kata dari kata yang di garis bawah dengan memilih kata dalam kotak.

For example : This book is very expensive. (cheap)

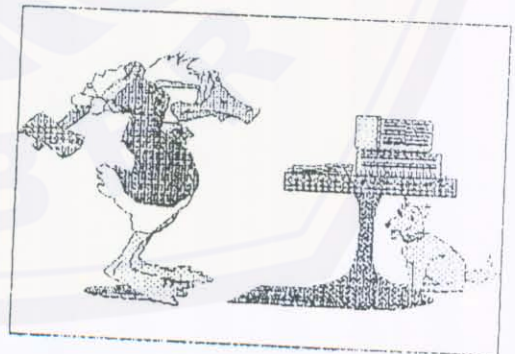
a. small	b. sad	c. slow	d. far
e. young	f. slim	g. short	h. stupid
i. lazy	j. good		

1. My sister is very happy. (.....)
2. The students are very diligent. (.....)
3. The school building is very big. (.....)
4. His father is fat. (.....)
5. The tiger run very fast. (.....)
6. Lisa is a clever student. (.....)
7. The picture is bad. (.....)
8. My teacher is very old. (.....)
9. The stick is very long. (.....)
10. My house is near from the school. (.....)

D. Fill in the blanks space in the sentences below with the correct answer of preposition based on the pictures!

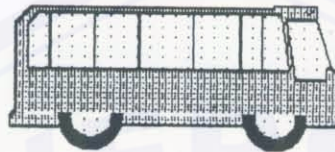
Isilah titik-titik di bawah ini dengan jawaban sesuai dengan gambar!

1. The dog isthe table
 - a. on
 - b. under
 - c. in
2. The table isthe Donald duck
 - a. near
 - b. under
 - c. at
3. The computer is the table
 - a. in
 - b. on
 - c. under



- E. Look at the pictures and answer the question !
Jawablah pertanyaan sesuai dengan gambar !

For example : Question : How do you go to school?
Answer : I go to school by bus



1. Indah : How does your father go to Bandung?
Rita : My father goes to Bandung



2. Anton : How does your father go to the hotel?
Berta : My father goes to the hotel



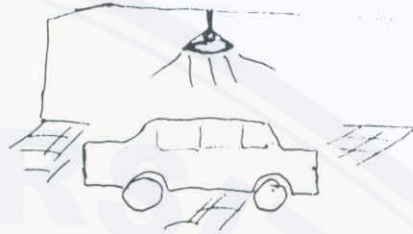
4. The water is the glass

- a. in
- b. on
- c. under



5. The lamp is the car

- a. on
- b. at
- c. above



6. The dog is Andi

- a. beside
- b. behind
- c. in front of

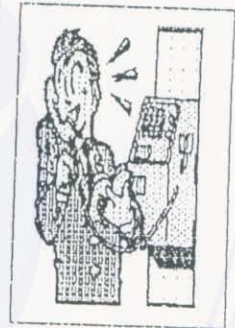
7. The ship is the sea

- a. at
- b. in
- c. on



8. The telephone box is the wall

- a. at
- b. in
- c. on



9. The fruits are the baseket

- a. in
- b. at
- c. on



10. The book is the pencil

- a. on
- b. under
- c. above



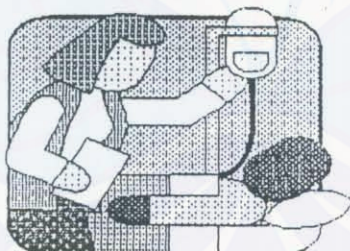
3. Dewi : What time does the train leave?
Rini : The train leaves at o'clock.



4. Anton : Where do you go to swim ?
Doni : I go to swim at the



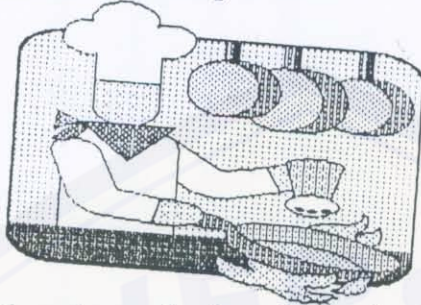
5. Rita : Your mother is a nurse. Where does she work ?
Anto : My mother works in a



6. Andi : Where is your family having dinner?
Lusi : My family is having dinner at the room.



7. Eni : Where is your mother cooking?
Susi : My mother is cooking in the.....



8. Shinta : Where is your brother playing football?
Pretty : He is playing football

9. Doni : Your father is a teacher. Where does he work?
Ani : My father works



10. Fitri : How do you go to the school?
Dona : I go to school by



APPENDIX 5

THE ANSWER KEY

I	II.	III.	IV.
1. go	1. d	1. sad	1. b
2. come	2. a	2. lazy	2. a
3. walking	3. h	3. small	3. b
4. bring	4. i	4. slim	4. a
5. see	5. e	5. slow	5. c
6. ride	6. f	6. stupid	6. b
7. give	7. J	7. good	7. c
8. watch	8. c	8. young	8. a
9. buy	9. b	9. short	9. a
10. wear	10. g	10. far	10. a

V.

1. by train
2. by taxi
3. at 3 o'clock
4. at the swimmingpool
5. in a hospital
6. at the dinningroom
7. in the kitchen
8. in the field
9. in a school
10. by bycicle

APPENDIX 5

The Personnel of SD Al Furqon Jember in the 2000/2001 Academic Year

No	Name	Occupation
1.	Dra. Aisyah Salim	The Principal
2.	Kusmiyati	The Teacher
3.	Dra. Puji Hastuti	The Teacher
4.	Dra. Sunariyatin	The Teacher
5.	Syaiful Hadi	The Teacher
6.	Tu'ini	The Teacher
7.	Mukhlis	The Teacher
8.	Eny Sriwihadi	The Teacher
9.	Dra. Husnul Khotimah	The Teacher
10.	Abdul Kholik	The Teacher
11.	Siti Fatimah, AMd	The Teacher
12.	M. Slamet	The Teacher
13.	Ir. Edi Susanto	The Teacher
14.	Iva Zulaicha, SPd	The Teacher
15.	Suyanto P, Amd	The Teacher
16.	Ikke Rindang, SPd	The Teacher
17.	Sri Agustin, Amd	The Teacher
18.	Drs. Mujihardi	The Teacher
19.	Dra. Sri Rejeki W	The Teacher
20.	Dra. Sri Maria	The Teacher
21.	Joko Agung T, SPd	The Teacher
22.	Nunik Hariyani, Sag	The Teacher
23.	Siti Azizah, SPd	The Teacher
24.	Agustiniingsih, SPd	The Teacher
25.	Eka Yuliatun, SPd	The Teacher
26.	Amirah	The Teacher
27.	Seha	The Teacher
28.	Hadi Basuki	The Teacher
29.	Purwanto	The Teacher
30.	Nurul	The Teacher
31.	Sutrisno	The Teacher
32.	Marsiatun	The Teacher
33.	Hari Jumarto	Staff
34.	Suanrti	Staff

35.	Reni Khoridah	Staff
36.	Yuwadiano	Staff
37.	Endang Achadiasti	Staff
38.	Zainul Arifin	Staff
39.	Slamet Wahyudi	Staff
40.	Rita Purwanti	Staff



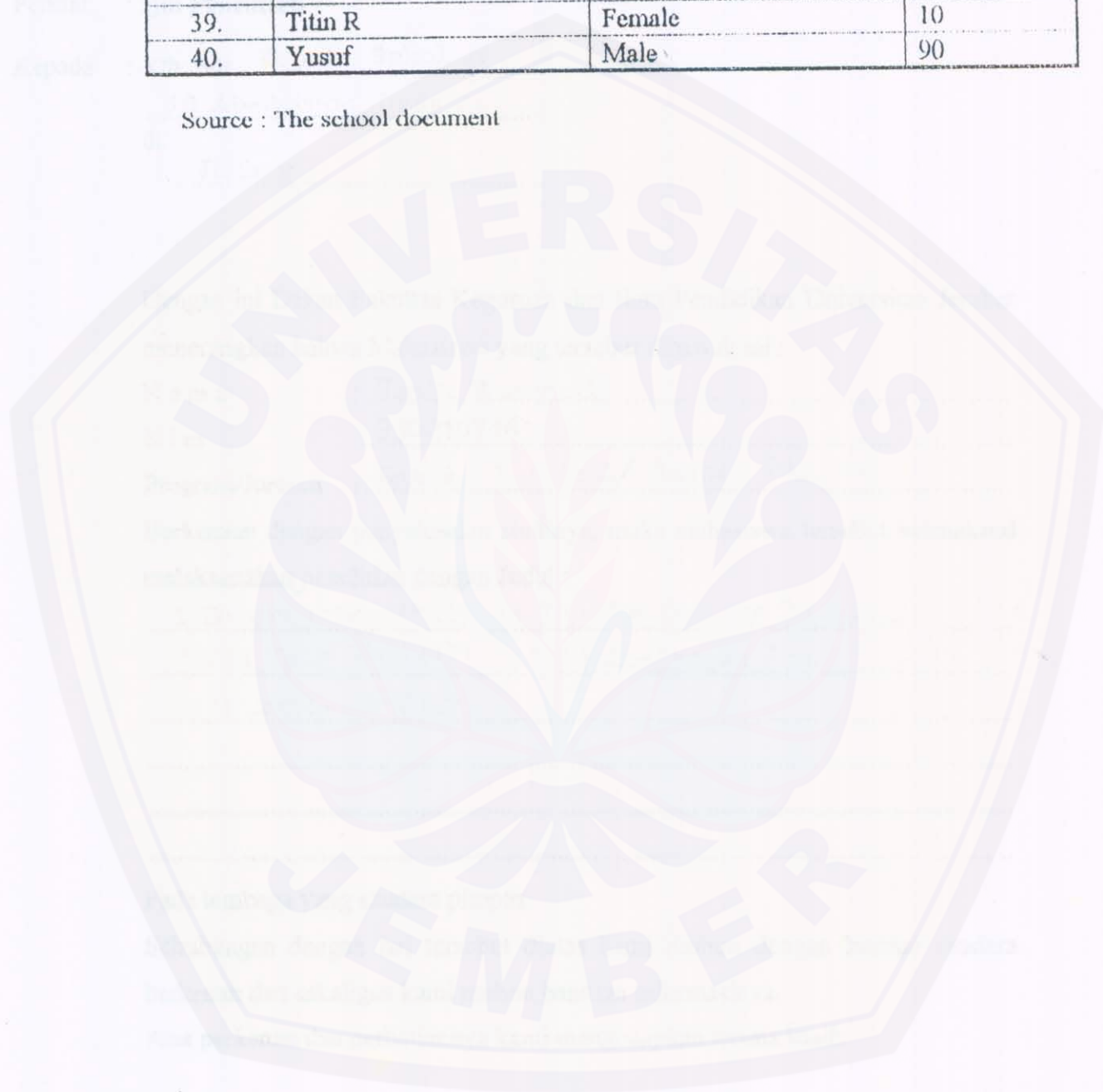
APPENDIX 6

The names of Respondents

No	Name	Gender	
1.	A. kamal	Male	10
2.	Ade A	Female	9
3.	Adinda	Female	76
4.	Alfan	Male	94
5.	Amrita	Female	96
6.	Anggi	Female	98
7.	Anindita	Female	96
8.	Anton	Male	8
9.	Apri	Female	94
10.	Armando	Male	
11.	Aulia	Female	96
12.	Brilindaru	Male	72
13.	Cheisa	Female	78
14.	Debby	Female	9
15.	Dimar	Male	64
16.	Deurotun	Female	76
17.	Elok	Female	98
18.	Ferista	Female	98
19.	Firman	Male	96
20.	Gilar	Male	60
21.	Honesty	Female	88
22.	Lintang	Female	94
23.	M. Nurul	Female	68
24.	Mekanika	Male	92
25.	Melida	Female	9
26.	Nafan	Female	86
27.	Nisa	Female	96
28.	Nisrina	Female	96
29.	Nuriaili	Female	94
30.	Nurmalita	Female	94
31.	Oryza	Female	10
32.	Permata	Female	98
33.	Rahmat	Male	98
34.	Randi	Male	84
35.	Rinda	Female	90

36.	Rizki	Female	98
37.	Rizaldy	Male	62
38.	Roni S	Male	94
39.	Titin R	Female	10
40.	Yusuf	Male	90

Source : The school document



YAYASAN PENDIDIKAN DAN DAKWAH ISLAM "AL-FURQAN"
SEKOLAH DASAR "AL-FURQAN"
JL. RADEN PATAH 18 TELP. 484292-421137 JEMBER

SURAT KETERANGAN

288/SD-AF/I/2001

Dengan hormat,

Yang bertanda tangan di bawah ini :

Nama : Dra. AISYAH SALIM
Jabatan : Kepala Sekolah
Alamat : Jl. Raden Patah No.18 Jember

Menyatakan :

Nama : NANIK MARYATI
N I M : 9302107161
Jurusan/Program : Pend.Bahasa dan Seni
(Bahasa Inggris)
Fakultas : FKIP UNIVERSITAS JEMBER

Telah melakukan penelitian di SD Al-Furqan
Jember tahun pelajaran 2000/2001 dengan tema
*"A Descriptive Study on The Vocabulary Teaching
to The Fifth Year Student and Their Vocabulary
Achievement at SD Al-Furqan Jember in The
2000/2001 Academic Year"*

Demikian Surat Keterangan ini dibuat dan untuk
dapat digunakan seperlunya.



Kepala

D. Aisyah Selim