

THE TECHNIQUES OF TEACHING VOCABULARY TO THEFOURTH GRADE STUDENTS AT SDN PARANGARGO 02WAGIR, MALANG

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ABSTRACT

This study was focused on the teaching techniques applied by the English teacher in teaching vocabulary to the fourth grade students at SDN Parangargo 02 Wagir, Malang. Consequently, the purpose of this study were: 1) to know the techniques that the English teacher applied in teaching vocabulary to the fourth grade students at SDN Parangargo 02 Wagir; 2) to describe how the teacher applied those techniques in teaching vocabulary to the fourth grade students at SDN Parangargo 02 Wagir; 3) to describe the students' perception toward the techniques applied by the teacher in teaching vocabulary to the fourth grade students at SDN Parangargo 02 Wagir. In this study the descriptive design was used to obtain the data concerning the research problems. This study focused on the fourth grade students as subject of this study and the total number of the teacher was one teacher and two classes were observed (IV A and IV B). There were three instruments used in taking data: 1) observation; 2) questionnaire; 3) interview. Furthermore, the researcher set up the observational checklist, distribute questionnaire to the students, and she used tape recorder to record the interview with the teacher.

The research findings showed that the techniques applied by the teacher in teaching English vocabulary were visuals technique, mime and gesture technique, contrasts and opposites technique, scales technique, example of the type technique, and translation technique. Most of the students gave positive response toward mime and gestures, examples of the type, translation techniques, and visuals. Application of those techniques was appropriate with theory and procedure of techniques of teaching English vocabulary. Considering the visuals technique was the most interesting technique from others, the teacher should vary and complete with the variations of media such as flashcards, photographs, blackboard drawing, and wallcharts in applying visuals technique because it made students understand the material quickly. In contrast, the students' perception toward contrasts and opposites and scales technique was negative. Majority of the students had negative perception toward those techniques because it made passive class. Besides, it made the students get bored in doing activities and confused toward teacher's explanation. The way the teacher apply those techniques was not appropriate with theory of techniques of teaching English vocabulary. In applying contrasts and opposite technique, the teacher should have given more chance to students to avoid passive class. Besides, in applying scales technique, the teacher should have used a blackboard thermometer when the teacher explained certain words about scale. It was to assist the students to grasp the meaning of new words easily.