

**Factors causing difficulties in learning vocabulary by the fifth year students
of ngringo 02 Elementary School Karanganyar in the Academic Year of
2005/2006**



BY

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A THESIS

**Submitted to Teacher Training and Education Faculty of Sebelas Maret
University as a partial fulfillment of the requirements for the undergraduate
degree of Education in English**

**TEACHER TRAINING AND EDUCATION FACULTY
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SURAKARTA**

2006

ABSTRACT

Musdalifah. **FACTORS CAUSING DIFFICULTIES IN LEARNING VOCABULARY BY THE FIFTH YEAR STUDENTS OF NGRINGO 02 ELEMENTARY SCHOOL KARANGANYAR IN THE ACADEMIC YEAR OF 2005/2006.** Thesis. Teacher Training and Education Faculty. Sebelas Maret University. 2006

This thesis is intended to 1) analyze the process of teaching and learning vocabulary at the fifth year students of Ngringo 02 elementary school, 2) identify difficulties faced by the students in vocabulary learning, 3) identify and formulate factors causing vocabulary learning difficulties, 4) investigate strategies used by the teacher to solve difficulties in vocabulary learning.

This study of which population is all of the 28 of the fifth year students, uses a descriptive qualitative method and purposive random sampling technique. In collecting the data, this study uses observation, questionnaire, interview, and document to elicit the data from the process of teaching and learning vocabulary. The technique of analyzing the data is the Interactive-Analysis Model, which is proposed by Miles and Huberman.

The results of the study show that 1) the process of teaching and learning vocabulary at the fifth class is conducted appropriately. However, there are many weaknesses which come from the students who have simple strategies, limited sources and lack of readiness in their vocabulary learning. Meanwhile, another weakness comes from the English teacher who employs simple techniques and limited media in the process of vocabulary teaching, 2) there are four difficulties faced by the students in vocabulary learning, the percentages of which are 86% in translation, 93% in pronunciation, 85% in writing, and 86% in differentiating word classification. In the average, there are 87.5% students who find difficulties in vocabulary learning, 3) there are two factors causing vocabulary-learning difficulties. They are the internal factor, which comes from the students and the external one which includes the family environment and the aspects of school such as the teacher, teaching techniques, the materials, and instructional media, 4) there are many strategies used by the teacher to solve problems in vocabulary. In translation, she translated the words directly without consulting to the English dictionary. In pronunciation, she pronounced the words and followed by the students. In word classification, she refreshed their memories by asking the classification of word in teaching and learning process. In addition, she always tries to improve her knowledge to find new innovation in English teaching. Unfortunately, she didn't pay close attention to solve the spelling problem. The reason is that they will accustom to study spelling in the following class and they will study by themselves.

It is suggested that besides motivating and preparing students' readiness, hopefully, the teacher also uses various teaching techniques and various media in the process of teaching and learning vocabulary to improve their understanding in achieving better English learning.

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BISMILLAHIRRAHMAANIRRAHIEM

In the Name of Allah, the Most Gracious, the Most Merciful

(QS. Al Fatihah: 1)

DEDICATION

This thesis is lovingly dedicated to:

- *My dearest Mom and Dad for their ceaseless love, prayer and motivation
(I'm proud of being your daughter)*

- *My beloved sisters and my only brother*

*(Mba Pupah, Mba Fiyah, Mba Puroh, and Mas Joe; Thanks for everything,
our beautiful togetherness in joy and sorrow, I really love you all)*

- *My lovely nephews and sweet niece*

(Mas Zilly, Mas Willy, Mas Mouldy, and Mba Lala, I love you dear)

- *My inner light (Mas Didi Darmanto; you are my inspiration)*

- *The big Family of Mr. Sudarno*

(My life is not complete without you all; thank you for loving me)

ACKNOWLEDGEMENT

Praise to be Allah, the Almighty, for his wonderful mercy and love that enables the writer to accomplish this thesis as a partial fulfillment of requirements for the undergraduate Degree of English Department. In this occasion, the writer would like to express her special gratitude and appreciation to:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University Surakarta for giving his permission to write the thesis.
2. The Head of English Department of Sebelas Maret University Surakarta, whose permission makes it possible for her to do the research for this study.
3. Dra. Hj. Dewi Rochsantiningih, M. Ed, Ph.D and Drs. Abdul Asib, M. Pd, her first consultant and her second consultant who have patiently given the writer times, guidance, suggestion, and invaluable ideas.
4. Dra. Hj. Sri Rejeki, S. Pd as the headmaster of Ngringo 02 elementary school for giving her permission to make a research.
5. Lilik Purwaningsih, S. Pd as the English teacher and all of the fifth year students of Ngringo 02 Els, thanks a lot for their cooperation in the research.
6. Her best friends in joy and sorrow; Naniex, Nanang, Manda, Andrie, and Ailien, (keep spirit guys, Innallaha Ma'anaa). Upie, Dewix, Chiya, Bintie, Ririen & all of my friends in English Dept '01. The big Family of Fahima crews and Tsabiters; thank you for the friendship, motivation, and togetherness, love you guys.
7. Mba Noer, Mba Tary, Mba Nieng, Annisa, and De Tewe, thanks for lending her the hand record and the computers.

The writer realizes that this thesis is still far from being perfect. Therefore, she is very glad to receive any suggestion and ideas from the readers. Finally, she expects that her work will be able to give real contribution to other people who have high appreciation and interest in English education.

Surakarta. July 2006
Aleys

TABLE OF CONTENT

	Page
THE TITLE	i
ABSTRACT	ii
APPROVAL OF CONSULTANTS	iii
APPROVAL OF THE EXAMINERS	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENT	viii
LIST OF FIGURES	xi
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the problem.....	5
C. Limitation of the Problem.....	5
D. Problem Statement.....	6
E. Objective of the Study.....	6
F. Benefits of the Study.....	7
CHAPTER II THEORITICAL REVIEW.....	9
A. Young Learners.....	9
1. The Definition of Young learners.....	9
2. The Characteristics of Young Learners.....	10
3. Young Learners Difficulties in Learning English.....	13
B. English Vocabulary.....	14
1. The Definition of Vocabulary.....	14
2. The Importance of Vocabulary in Language Skills.....	15
3. Kinds of Vocabulary.....	16
4. Vocabulary Learning Strategies.....	17
5. Factors Influencing Vocabulary Mastery.....	19

6. Factors Influencing Vocabulary Learning	
Achievements.....	20
C. The Teaching of Vocabulary.....	24
1. What Should be Taught in Teaching Vocabulary.....	25
2. The Various Techniques in Teaching Vocabulary.....	27
D. The Aspects of Words.....	31
1. Word Classification.....	31
2. Word Meaning.....	36
3. Multi Word Verb.....	38
CHAPTER III RESEARCH METHODOLOGIES.....	39
A. Research Approach.....	39
B. The Place and the Time of the Study.....	40
C. The Source of the Data.....	41
D. Population and Sampling.....	42
E. Technique of Collecting the Data.....	43
F. Validity of the Data.....	45
G. Analyzing the Data.....	46
CHAPTER IV THE RESULT OF THE STUDY.....	49
A. The Data Description.....	49
1. The Process of Teaching and Learning English at the Fifth Year Students of Ngringo 02 Elementary School.....	49
2. The Process of Teaching and Learning Vocabulary at the Fifth class of Ngringo 02 Els.....	51
3. The Profiles of the English Teacher of Ngringo 02 Elementary School.....	53
4. The Profiles of the Fifth Year Students of Ngringo 02 Elementary School.....	57
5. The Teaching Techniques and Teaching Media.....	71
6. The English materials.....	74
7. The Environments.....	75

B. Case Study.....	77
1. The Process of Teaching and Learning Vocabulary at the Fifth Class of Ngringo 02 Els.....	77
2. The Discussion of the Case Study.....	80
3. Problem Solving of the Case Study.....	81
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION.....	85
A. Conclusion.....	85
B. Implication.....	87
C. Suggestion.....	88
BIBLIOGRAPHY	90
APPENDICES	93
1. Appendix 1:The English Curriculum For the Fifth Year Students.....	94
2. Appendix 2: Lesson Plans.....	99
3. Appendix 3: List of the Fifth Year Students of Ngringo 02 Els.....	104
4. Appendix 4: Format of Observation.....	105
5. Appendix 5: Format of Interview.....	113
6. Appendix 6: Blueprint of Questionnaire.....	117
7. Appendix 7: Format of Questionnaire.....	118
8. Appendix 8: Figures of the Process of Teaching and learning Vocabulary.....	129
9. Appendix 9: The Result of the Observation.....	132
10. Appendix 10: The Result of the Questionnaire.....	140
11. Appendix 11: Field notes.....	150
12. Appendix 12: Legalizations.....	193

LIST OF FIGURES

1. Figure 1: The Interactive Analysis Model.....	48
2. Figure 4.1: The Students' Interest in English.....	58
3. Figure 4.2: The Students' Motivation.....	60
4. Figure 4.3: The Students' Discipline.....	62
5. Figure 4.4: The Difficulties in Vocabulary learning	66
6. Figure 4.5: The Sources of English Learning.....	70

Nomor : /J27. 1.2/PL/2005
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