

ABSTRACT

Chusniwati, Siti. 2013. *The Implementation of Task for Teaching Vocabulary at Elementary School in Gresik*. Thesis, English Department, Faculty of Teacher Training and Education of University Muhammadiyah of Gresik. Advisor : (I) (Slamet Asari, M. Pd.) ;(II) (Ulfatul Ma'rifah, M.Pd.).

Key words : Implementation, Vocabulary, Task Vocabulary is one of important aspect in language

learning. Without an enough vocabulary students will get trouble in their speaking, reading, listening and writing. Because of that, vocabulary plays an important role to them. In fact, successful of learners in learning language depends on how many vocabularies they can master. Therefore, the researcher intended to conduct kinds of task for teaching vocabulary which was implemented by the teachers and the response of task for teaching vocabulary by the students. There were two statements of problem in this study: (1) *What is the kinds of task which is implementing for Teaching vocabulary at Elementary school?* (2) *What is the kinds of task which more capable to be responded by students?* Thus the objectives of the study were to describe kinds of task for teaching vocabulary which was implemented at Elementary school and kinds of task which more capable to be responded by students. This study used descriptive qualitative research design. The subjects of this study were from SD Muhammadiyah GKB and SDN 2 Tambak Rejo. Actually, the researcher took the data twice and the instrument of the study was the researcher herself by using tools of recording observation, interview, and questionnaire. The researcher analyzed the data by using three steps. Those are data reduction, data display, and conclusion drawing. The finding showed that the teachers implement five types of task for teaching vocabulary. Those tasks were using listing, ordering and sorting, comparing, personal experience, and creative task for vocabulary. For the first teacher, she was implemented listing task for teaching vocabulary was combined by gesture. This task will be affective to introducing the topic. After that Comparing task for vocabulary was combined by wishpering and also matching word and picture. Both of the activities was combined into games, then Creative task for vocabulary was combined by giving the students homework and asked them to draw, besides that Ordering and sorting task for vocabulary was combined by game that is play the jumble letters, and Sharing personal experience task for vocabulary was combined by giving worksheet. For the second teacher, she was implement Listing task for vocabulary which combined with song, then Comparing task for vocabulary which combined by game that is matching word, afterward Sharing Personal experience task for vocabulary by asking the students to discribe picture, and sorting task for vocabulary asking questions.

This study could be concluded that, there are some task which more effective for teaching vocabularies. It was also has already applied by those teachers at Elementary school such as listing task, comparing, ordering and sorting, sharing personal experience, and also creative task for teaching vocabularies which combined by games as explained above. For the students' v response of task for teaching vocabulary toward the implementation of those task, all the students were happy with the activities that have already implemented by both of the teachers. A moment the students happy and enjoy with the activities that the teacher deliver, it can make teaching and learning process will be effective. So that, there are some suggestion from this study that for the English teacher, the teacher should have competence in teaching young learner. Teacher should be more creative to teach English lesson. Especially to teach the Elementary school students, the teacher should make a class enjoyable. This research is expected that this study can be as one of activity in teaching vocabulary which can motivate the students to learn English vocabulary. In study also will be their reflection in the way to implement task for teaching vocabulary. For the next researcher, the

researcher hopes that there will be other researchers who observe and conduct another research in the same field or study with different subject or other kinds of skill in English such as: listening, speaking, reading and writing.