

**ENRICHING ENGLISH VOCABULARY  
OF JUNIOR HIGH SCHOOL STUDENTS  
BY USING POEM AS A MEDIUM OF TEACHING**

**PAPER**

*Submitted in Partial Fulfillment of  
The Requirement for Strata 1*



Written by

**Siti Nurkasma**  
**10064**

Advisor:

**Muhammad Al-Hafizh, S.S, MA.**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES LITERATURE AND ARTS  
STATE UNIVERSITY OF PADANG  
2010**

**HALAMAN PERSETUJUAN**

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Nama : Siti Nurkasma  
NIM/BP : 10064 / 2008  
Jurusan : Bahasa dan Sastra Inggris  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa Sastra dan Seni Universitas Negeri Padang

Padang, Agustus 2010

Mengetahui,  
  
Ketua Jurusan  
Bahasa dan Sastra Inggris

Disetujui oleh:  
  
Dosen Pembimbing

Dr. Kusni, M.Pd  
Nip. 19620909 198803 1004

Muhammad Al-Hafizh, S.S, MA.  
Nip. 19791006 20022121 008

## **HALAMAN PENGESAHAN**

Dinyatakan Lulus Setelah Dipertahankan di depan Tim Penguji  
Jurusan Bahasa dan Sastra Inggris  
Fakultas Bahasa Sastra dan Seni  
Universitas Negeri Padang

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Tim Penguji

Nama

Tanda Tangan

1. Muhammad Al-Hafizh, S.S. M.A.

\_\_\_\_\_

2. Dra. Yetti Zainil, M.A.

\_\_\_\_\_

3. Leni Marlina, S.S.

\_\_\_\_\_

## ABSTRAK

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Kosakata (*vocabulary*) merupakan faktor penting dalam mempelajari bahasa. Orang tidak bisa mendengar, berbicara, membaca, dan menulis tanpa mengetahui kosakata. Begitu juga dalam mempelajari bahasa asing seperti bahasa Inggris, kosakata memegang peranan yang sangat penting. Meskipun *vocabulary* merupakan dasar untuk menguasai empat keterampilan berbahasa seperti yang telah disebutkan di atas, namun kenyataan di lapangan menunjukkan bahwa masih banyak siswa sekolah yang belum menguasai *vocabulary* dengan baik, termasuk siswa di Sekolah Menengah Pertama (SMP). Hal ini disebabkan oleh beberapa faktor, salah satunya adalah kurang menariknya proses belajar mengajar di kelas, sehingga siswa mudah bosan dan akhirnya mereka tidak memperhatikan penjelasan guru. Agar permasalahan di atas tidak berlarut-larut, maka guru harus menemukan solusinya. Salah satu cara yang bisa dipakai guru adalah dengan menggunakan media pengajaran dalam proses belajar mengajar *vocabulary*. *Poem* adalah salah satu media yang menarik untuk mengajarkan *vocabulary*, karena *poem* berisikan kata-kata konotatif sehingga siswa akan merasa tertantang untuk menemukan makna sebenarnya dari kata-kata tersebut. Disamping itu, mengajarkan *vocabulary* dengan menggunakan *poem* juga bisa meningkatkan keterampilan membaca siswa dengan cara meminta siswa untuk membaca *poem* dengan keras.

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The writer

## TABLE OF CONTENTS

### ABSTRAK

### ACKNOWLEDGMENTS.....i

### TABLE OF CONTENTS.....ii

### CHAPTER 1 INTRODUCTION

- 1.1 Background of the Problem.....1
- 1.2 Limitation of the Problem.....3
- 1.3 Formulation of the Problem.....3
- 1.4 Purpose of the Paper.....3

### CHAPTER II REVIEW OF RELATED LITERATURE

- 2.1 Vocabulary..... 4
- 2.2 Poem..... 5
- 2.3 Using Poem in Teaching Vocabulary.....10
- 2.4 Advantages of Poem.....12

### CHAPTER III DISCUSSION

- 3.1 Preparation..... 15
- 3.2 Procedure..... 16
- 3.3 Application..... 16
  - 3.3.1 Pre-teaching Activities..... 16
  - 3.3.2 Whilst-teaching Activities..... 19
  - 3.3.3 Post-teaching Activities..... 22

### CHAPTER IV CONCLUSION AND SUGGESTIONS

- 4.1 Conclusion.....24
- 4.2 Suggestions.....25

### BIBLIOGRAPHY

### APPENDIX

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Problem**

There are four skills that have to be mastered by junior high school students in learning English, they are: listening, speaking, reading, and writing. The mastering of those four skills cannot be achieved without mastering vocabulary first. Vocabulary is a root for students in learning a language, especially English. Students cannot listen, speak, read, and write if they do not have enough vocabulary. In contrast, the more vocabulary students learn the more ideas they will have, so they can communicate by using their ideas more effectively, because the more words we know, the better our chance of understanding or making ourselves understood. Besides, vocabulary knowledge relates strongly to students' reading comprehension and overall academic success." That is why, vocabulary has an important role in language learning.

Although vocabulary is a crucial part in English, the fact, many students are still unable to understand a number of vocabularies in English. Based on the writer's experience as an English teacher at junior high school, many students do not understand a number of vocabularies. It can be seen when the teacher asks some questions during the process of teaching and learning in the classroom, many of them keep silent, laugh, or answer it in their mother tongue. Only a few of them who can answer the questions in English.

The problems above happen because of some factors, first is students are always taught to know language as a language, not to know how to use a language in their environment. So, when the students finish learning English in the classroom, they do not know how to implement what they have learn in the classroom in their environment. They do not know how to speak and it is difficult for them to express their idea. The last is the most of English teachers do not have any variation in teaching English. As the result, the monotony in the classroom cannot be avoided, and the students tend to ignore their teacher or do not pay attention to teacher's explanation.

In order to solve the problems above, a number of techniques in teaching English to junior high school students should be used. There are several techniques used in teaching vocabulary, they are: teaching by creating context, teaching with description or definition, teaching outside of the classroom, teaching by using media (object/real things, pictures, wall charts, poem, etc), teaching with mime, teaching by using opposite words, and teaching by using synonyms.

One of techniques in teaching vocabulary to junior high school students is by using media. Media is an important aspects in language learning especially in teaching and learning English. One of benefits of media is to attract students' attention during the process of teaching and learning, so the process of teaching and learning can be more enjoyable for students.

Poem is one of medias that can be used in teaching vocabulary to junior high school students. Poem is a kind of literature which contain with connotative



words. The use of connotative words in poem can challenge students to find out the real meaning of the words, because the written words in poem have implicit meaning. Besides, the use of poem can also benefit for reading skill, especially for reading aloud. A teacher can ask his students to read the poem loudly, through this way students can learn how to read well.

### **1.2 Limitation of the Problem**

Based on the background of the problem above this paper is limited to enriching English vocabulary of junior high school students by using poem as a medium of teaching.

### **1.3 Formulation of the Problem**

The problem is formulated into the following question:

“How does an English teacher use poem as a teaching medium to enrich junior high school students’ vocabulary?”

### **1.4 Purpose of the Paper**

The purpose of this paper is to give a complete description about how to use poem as a medium in teaching vocabulary to junior high school students. Then, it is hoped that the paper will be useful both for the teacher and the students. The teacher may realize that poem can be one of many alternative medias for teaching vocabulary.