

**TEACHING VOCABULARY BY DESCRIBING  
PERSONAL BELONGING  
TO JUNIOR HIGH SCHOOL STUDENTS**

**PAPER**

*Submitted as Partial Fulfillment of  
the Requirement to Obtain Strata One (S1) Degree*



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## ABSTRAK

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Makalah ini membahas mengenai *describing personal belonging* (menggambarkan barang-barang pribadi) untuk mengajarkan *vocabulary* (kosakata). Kosakata merupakan unsur penting dalam belajar bahasa termasuk bahasa Inggris. Namun, mengajarkan kosakata untuk siswa Sekolah Menengah pertama (SMP) bukanlah hal yang mudah. Masih banyak siswa yang kurang tertarik untuk belajar kosakata. Hal ini dikarenakan oleh beberapa faktor, diantaranya: media pembelajaran yang kurang menarik, teknik atau strategi mengajar guru yang kurang kreatif dan cenderung monoton sehingga anak cepat bosan, serta kegiatan belajar mengajar yang kurang mengikutsertakan atau membebaskan anak untuk berkreasi sesuai dengan keinginannya.

*Describing* (menggambarkan) dengan menggunakan benda-benda atau barang-barang pribadi (*personal belonging*), merupakan salah satu teknik yang bisa dipakai guru untuk mengajarkan kosakata. Melalui penggunaan benda-benda kesayangannya, anak bisa lebih termotivasi untuk mempelajari kosakata karena mereka dengan senang hati menceritakan kosakata yang tidak mereka ketahui dengan tujuan untuk menceritakan benda kesayangannya kepada teman-teman sekelasnya. Dalam kegiatan ini guru meminta anak untuk membawa benda-benda kesayangannya ke dalam kelas kemudian mereka menceritakan atau menggambarkan ciri fisik benda tersebut, waktu ketika mendapatkannya, dan alasan kenapa benda tersebut mereka pilih untuk diceritakan kepada teman-teman sekelas.

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The writer

# CHAPTER 1

## 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. These skills are related strongly to vocabulary because vocabulary is as a foundation for students in learning English. Students will not be able to speak fluently if they do not know a number of vocabulary, they also cannot read or write because they do not have enough vocabulary. It is mentioned by Edge (1993: 27) “ Knowing a lot of words in a foreign language are very important. The more words students know, the better our chance of understanding or making ourselves understood”. Therefore, teaching vocabulary is very important because the more vocabulary students learn the more ideas they will have. So, they can communicate by using their ideas effectively.

Although vocabulary is very important in English, it does not mean all of students at junior high school master vocabulary well. Based on the writer’s experience as an English teacher at junior high school, many students cannot speak, listen, read, and write well because lack of vocabulary. For example when they are asked to introduce themselves or telling their beloved stuff, they cannot do it well because they do not how to say it in English. Sometimes they use their mother tongue to tell or to describe something. In other time, when they are asked to read a text they cannot pronounce the words well.

The problems above can happen because of two factors. First, many students are not interested in learning vocabulary because the process of teaching and learning in the classroom is not attractive. The teacher always explain a number of new vocabulary by explaining the meaning of the words and then asks students to do drill, or sometimes the teacher asks students to match the words or fill in the blank. These activities can make students feel bored and at last, they tend to ignore the lesson. The second factor is there is no interesting media which is used by the teacher during the process of teaching and learning vocabulary in the classroom. Sometimes, the teacher only asks students to see the picture in the textbook and then guess the meaning of the words through the picture. Pictures can be an interesting and attractive media if the teacher use it in many variation, for example: use media by telling a story. So, the students will be interested because the use of media can give a clear illustration about the story. The last is there is no freedom for students to be a creative in process of teaching and learning because the teacher does not let the students to think and learn just the way they are. The teacher does not give them a challenge to be interested in motivated to the lesson.

In order to solve the problems above, the teacher needs a solution to make the process of teaching and learning vocabulary becomes better and attractive. One way that the teacher can use in teaching vocabulary is by telling story to describe students' personal belonging. Personal belonging is students' personal stuff, for example: doll, wristwatch, belt, clothes, shoes, and so on. The description of the activity in using telling story by describing students' personal

belonging as follows: students are asked to bring their personal stuff that they like or they love into the classroom and then they tell it to their friends by describing the stuff. They can tell their friends when and where they get it, in what moment, who gives or buys it, and why they like or love it. Through this way, it is hoped that students are motivated to find out vocabulary that they do not know related to their personal stuff. Besides, it can make the process of teaching and learning vocabulary in the classroom can be more attractive for students because they are allowed to express and share their ideas with their friends in the classroom by telling their favorite personal stuff.

## **1.2 Identification of the Problem**

Based on the background of the problem above, there are two problems in teaching vocabulary to junior high school students: first is the process of teaching and learning vocabulary in the classroom is not attractive because the teacher only asks students to do drill, the second problem is there is no interesting media which is used by the teacher in process of teaching and learning in the classroom, and the last is the teacher does not let the students to think and learn based on their want and their need.

## **1.3 Limitation of the Problem**

Based on the background of the problem above, this paper is limited to teaching vocabulary by telling story to describe students' personal belonging to junior high school students.

#### **1.4 Formulation of the Problem**

The problem is formulated into the following question: “ How can the English teacher apply telling story to describe personal belonging in teaching vocabulary to junior high school students?”.

#### **1.5 Purpose of the Paper**

The purpose of this paper is to give information about the use of telling story to describe personal belonging in teaching vocabulary to junior high school students.