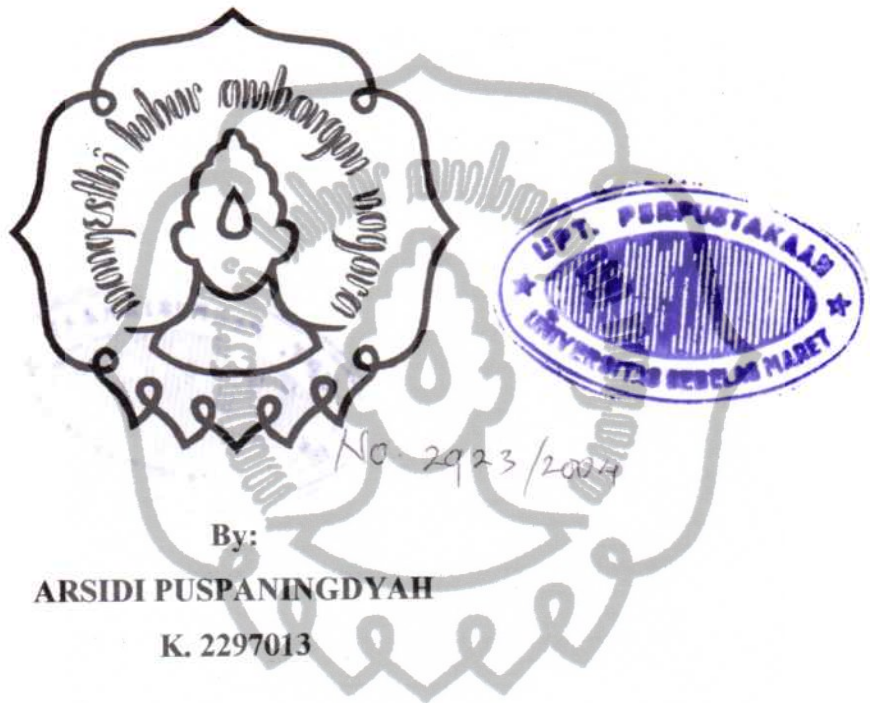


**A COMPARATIVE STUDY OF THE RESULT IN TEACHING
VOCABULARY USING COMMUNICATIVE APPROACH AND USING
STRUCTURAL APPROACH TO THE FOURTH YEAR STUDENTS OF
SD KRISTEN KALAM KUDUS SURAKARTA
IN 2003/2004 ACADEMIC YEAR**



By:
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**This Thesis is submitted to Teacher Training and Education Faculty
Sebelas Maret University Surakarta as a Partial Fulfillment of
the Requirement for the Graduate Degree of Education**

**TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2004**

ABSTRACT

ARSIDI PUSPANINGDYAH. A Comparative Study of the Result in Teaching Vocabulary Using Communicative Approach and Using Structural Approach to the Fourth Year Students of SD Kristen Kalam Kudus Surakarta in 2003/2004 Academic Year. Surakarta: Teacher Training and Education Faculty Sebelas Maret University, August 2004.

The chief objectives of this study are to obtain empirical fact about the significant difference in the mastery of vocabulary between students who are taught using communicative approach and those who are taught using structural approach and the effectiveness of teaching vocabulary using communicative approach. Based on the objectives above and the review of related literatures the writer proposes two hypotheses that there is a significant difference in the mastery of vocabulary between students who are taught using communicative approach and those who are taught using structural approach and that communicative approach is more effective than structural approach in teaching vocabulary, especially to the fourth year students of SD Kristen Kalam Kudus Surakarta.

The method that is used in this study is a comparative method. The population is all the fourth year students of SD Kristen Kalam Kudus Surakarta in 2003/2004 academic year. The writer takes 60 students as the sample of this study by using random sampling technique.

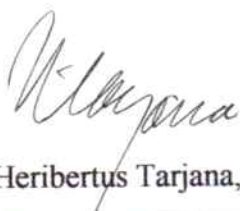
After collecting the data and analyzing the data with the t-test formula, the obtained t-value (t_o) is 2.28. Consulting the t-value on table (t_t) with 5 % level of significance, the writer finds that the obtained t-value (t_o) is greater than the t-value on the table (t_t). Another result that the writer obtained is the mean difference of the group where communicative approach is applied to and the group where structural approach is applied to. The mean score of the group where communicative approach is applied to is higher than the mean score of the group where structural approach is applied to. Based on these results, the writer can conclude that there is a significant difference in the mastery of vocabulary between students who are taught using

structural approach and those who are taught using communicative approach and that communicative approach is more effective in teaching vocabulary especially for teaching vocabulary at the fourth year students of SD Kristen Kalam Kudus Surakarta.



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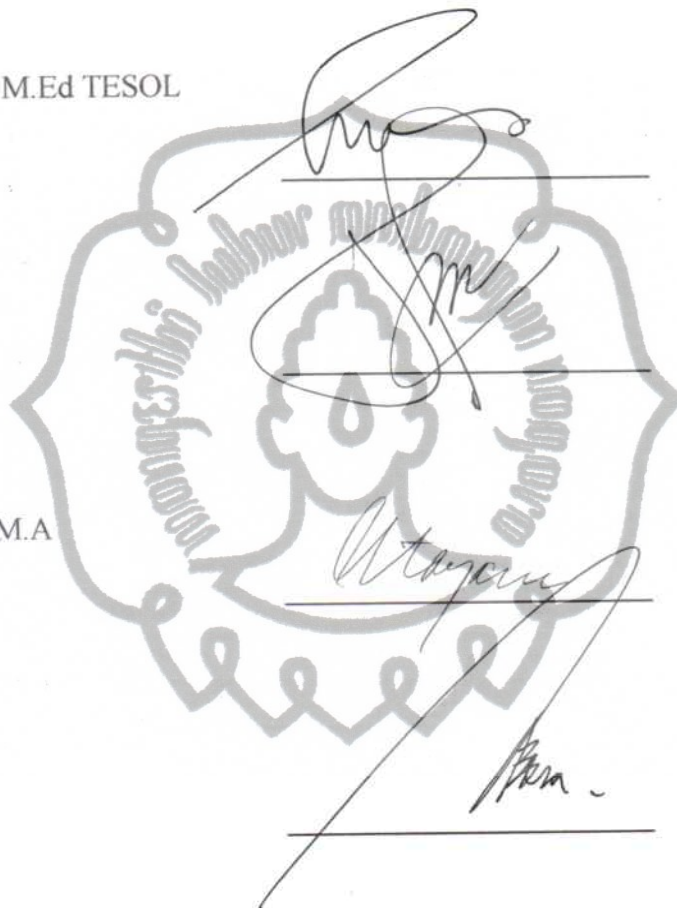
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He has made everything beautiful in its time; He also has planted eternity in their heart, without man finding out the work that God does from beginning to end.

Ecclesiastes 3:11



Thanks to:

My beloved grandmother

My beloved parents

My brothers and sister

My dear friends; Danang, Renato, Wuri,

Adiet, Satrio, Rudy, Murni, Dewi, Sari

and Iin

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Praise to the Lord that the writer can accomplish this thesis as a partial fulfillment of the requirements for the graduate degree of education in English.

She realizes that her study would not be finished without other people's help. In this occasion therefore, she would like to express her special and deep gratitude and appreciation to:

1. The Dean of Teacher Training and Education Faculty Sebelas Maret University Surakarta for giving the writer his permission to write this thesis.
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7. Wuri and Rudy for helping the writer in finding out the computer programs those are needed by the writer.
8. All of the writer's friends in GKJ Grogol.

Finally, nothing is perfect. The writer hopes some criticisms for increasing the study in teaching English vocabulary and for the sake of developing her limited knowledge in teaching English. The writer does hope this thesis will be fruitful for the improvement of the English teaching and learning in the primary school, especially for the fourth year students of primary schools.



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