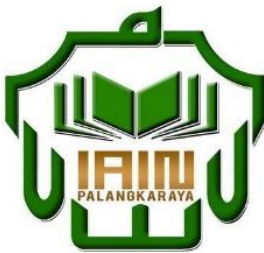


**TEACHER STRATEGIES IN TEACHING ENGLISH
VOCABULARY TO YOUNG LEARNER AT SDN
PERCOBAAN PALANGKA RAYA**



**BY:
RINI ANDRIANI**

**STATE ISLAMIC INSTITUTE OF PALANGKARAYA
2020 M / 1441 H**

**TEACHER STRATEGIES IN TEACHING ENGLISH
VOCABULARY TO YOUNG LEARNER AT SDN
PERCOBAAN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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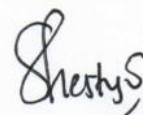
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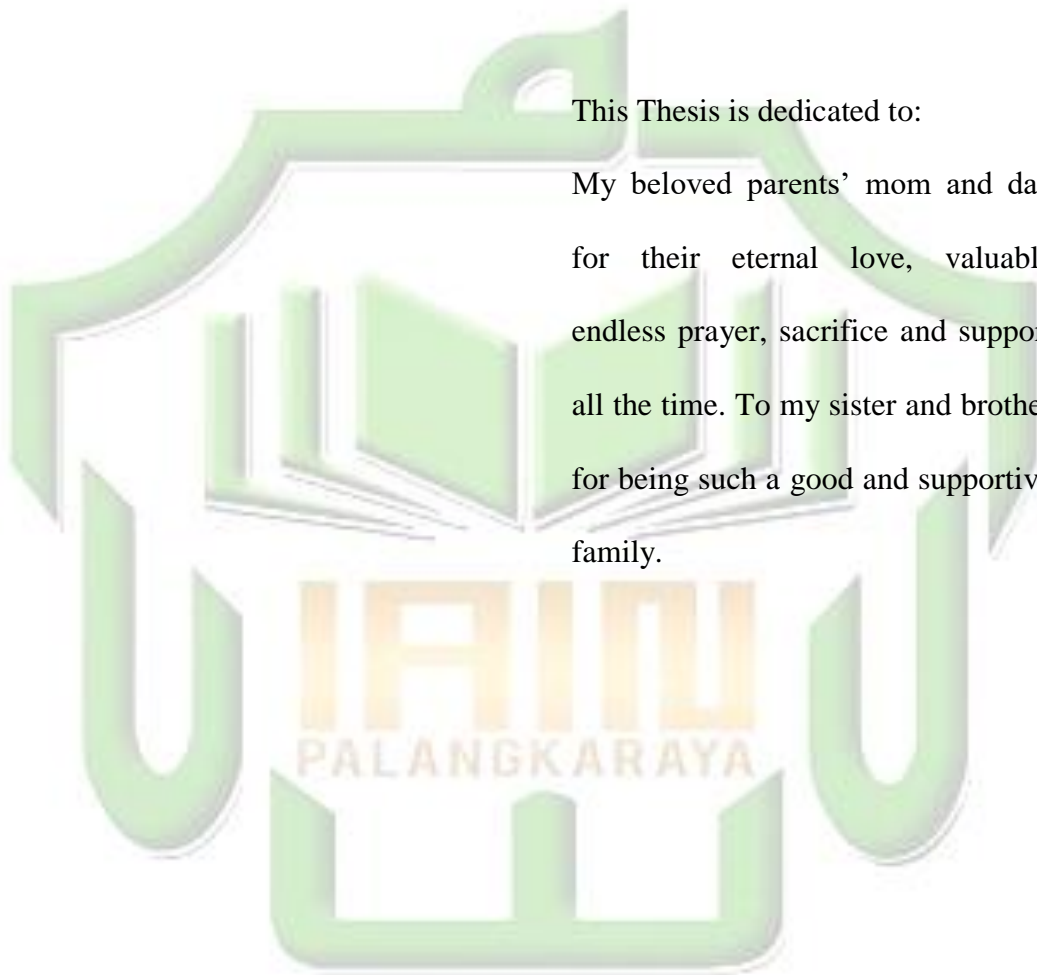
MOTTO AND DEDICATION

“And establish prayer at the two ends of the day and at the approach of the night. Indeed, good deeds do away with misdeeds”

(Q.S. Hud: 114)

This Thesis is dedicated to:

My beloved parents’ mom and dad
for their eternal love, valuable
endless prayer, sacrifice and support
all the time. To my sister and brother
for being such a good and supportive
family.



DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Palangka Raya, June 15th 2020

Yours Faith Fully



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ABSTRACT

Rini Andriani. 2020. *Teacher strategies in teaching English Vocabulary to young learner at SDN Percobaan Palangka Raya. Thesis.* Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Hj. Apni Ranti, M.Hum, (II) Hesty Widiastuty, M.Pd.

Keywords: English vocabulary, teacher's strategies, young learner.

In learning English certainly cannot be separated from vocabulary, vocabulary was very important in learning English because it is an important element that student must master it.

The purpose of this study was to describe the teaching vocabulary conducted by the teacher of SDN Percobaan Palangkaraya in academic year 2019/2020. There three problems were going to be discussed in this study: (1) What are the strategies used by the teacher in teaching English vocabulary to young learners at SDN Percobaan Palangka Raya, (2) How is the implementation of teacher strategies in teaching English Vocabulary to young learners at SDN Percobaan Palangka Raya, and (3) What are the problems to the implementation of teacher strategies in teaching English Vocabulary to young learners at SDN Percobaan Palangka Raya.

In this study, the researcher used descriptive qualitative research to address these problems. In collecting data, the researcher used (1) interview, (2) observation in teaching process, and (3) documentation as the data that support to this research. The analysis procedure was the researcher used (1) data reduction, (2) data display, and (3) Conclusion/verification. The subject of this study was an English teacher at the third Grade of SDN Percobaan Palangka Raya. The object of this study was the strategies, the implementation and the problems faced by the teacher in teaching English vocabulary to young learner.

Based on the collecting of the data, the researcher found that the strategies and the implementation used by the teacher was (1) explanation as the teacher used explanation to give information to the students with applying media, (2) translation as the teacher used two languages that are English and Indonesia in teaching English vocabulary to young learner, (3) presentation as the teacher used media such as video with projector and power point to present the material, and (4) memorization as the teacher played audio visual about vocabulary, afterward students recalled the vocabulary together. The problem faced by the teacher derived into two aspects, there were internal came from teacher and external came from student, environment, and the facility of the school.

ABSTRAK

Rini Andriani. 2020. *Teacher strategies in teaching English Vocabulary to young learner at SDN Percobaan Palangka Raya. Skripsi*. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Hj. Apni Ranti, M. Hum., (II) Hesty Widiastuty, M.Pd.

Kata kunci: kosakata Bahasa Inggris, strategi guru, pelajar muda.

Dalam belajar bahasa Inggris tentunya tidak dapat dipisahkan dari kosa kata, kosa kata sangat penting dalam pembelajaran bahasa Inggris karena merupakan elemen penting yang harus dikuasai siswa.

Tujuan dari penelitian ini adalah untuk mendeskripsikan pengajaran kosakata yang dilakukan oleh guru SDN Percobaan Palangkaraya pada tahun akademik 2019/2020. Ada tiga masalah yang akan dibahas dalam penelitian ini: (1) Apa strategi yang digunakan oleh guru dalam mengajar kosakata bahasa Inggris kepada anak-anak di SDN Percobaan Palangka Raya, (2) Bagaimana penerapan strategi guru dalam mengajar Kosakata Bahasa Inggris untuk anak-anak di SDN Percobaan Palangka Raya, dan (3) Apa masalah dengan penerapan strategi guru dalam mengajar Kosakata Bahasa Inggris kepada anak-anak di SDN Percobaan Palangka Raya.

Dalam penelitian ini, peneliti menggunakan penelitian kualitatif deskriptif untuk mengatasi masalah ini. Dalam mengumpulkan data, peneliti menggunakan (1) wawancara, (2) observasi dalam proses pengajaran, dan (3) dokumentasi sebagai data yang mendukung penelitian ini. Dalam prosedur analisis peneliti menggunakan (1) reduksi data yang berfokus pada strategi, implementasi, dan masalah oleh guru, (2) tampilan data, dan (3) kesimpulan/verifikasi. Subjek penelitian ini adalah guru bahasa Inggris di kelas tiga SDN Percobaan Palangka Raya. Objek penelitian ini adalah strategi, implementasi dan masalah yang dihadapi oleh guru dalam mengajar kosakata bahasa Inggris kepada anak-anak.

Berdasarkan pengumpulan data, peneliti menemukan bahwa strategi dan implementasi yang digunakan oleh guru adalah (1) explanation, karena guru menggunakan penjelasan untuk memberikan informasi kepada siswa dengan menggunakan media, (2) translation, karena guru menggunakan dua bahasa yaitu berbahasa Inggris dan Indonesia dalam mengajar kosa kata bahasa Inggris kepada pelajar muda, (3) presentation, karena guru menggunakan media seperti video dengan proyektor dan power point untuk mempresentasikan materi, dan (4) memorization, ketika guru memainkan audio visual tentang kosa kata, setelah itu siswa mengingat kosakata bersama. Masalah yang dihadapi guru berasal dari dua aspek, yaitu internal berasal dari guru dan eksternal berasal dari siswa, lingkungan, dan fasilitas sekolah.

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Palangka Raya, June 15th 2020
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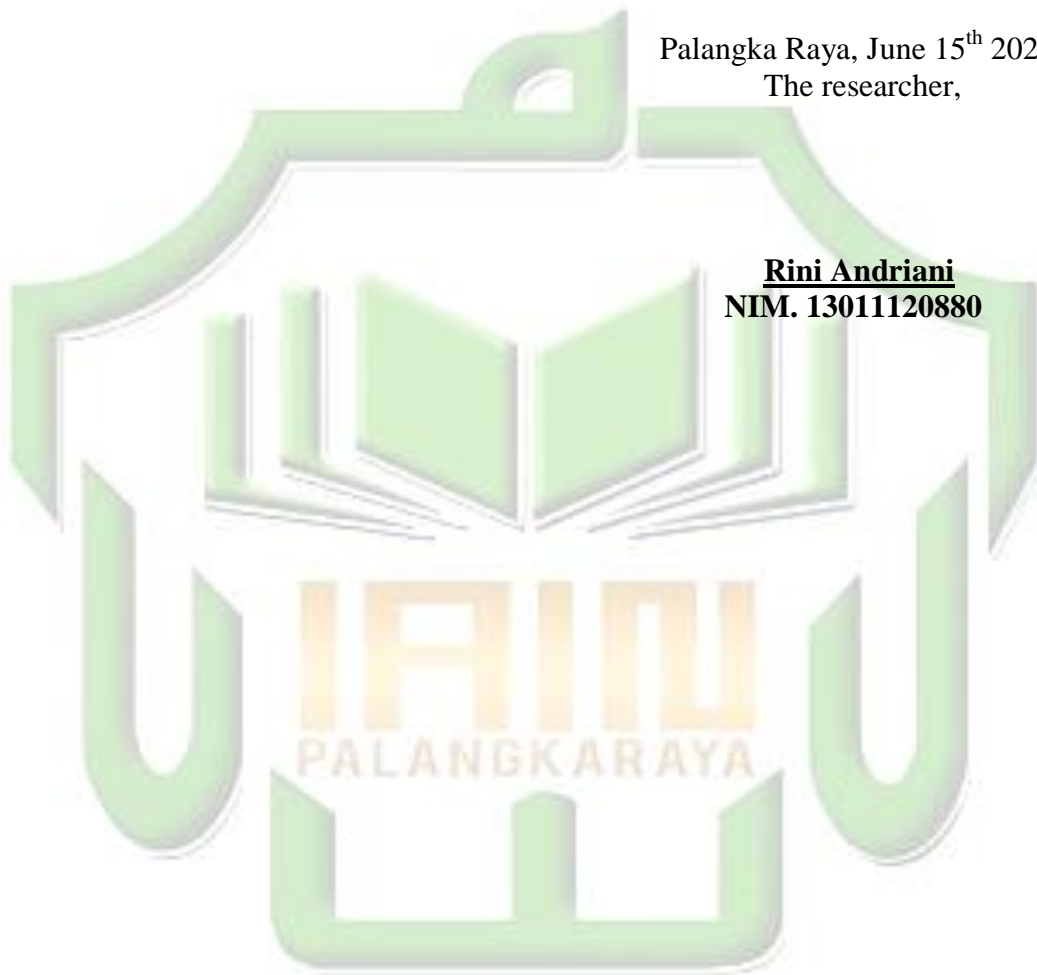
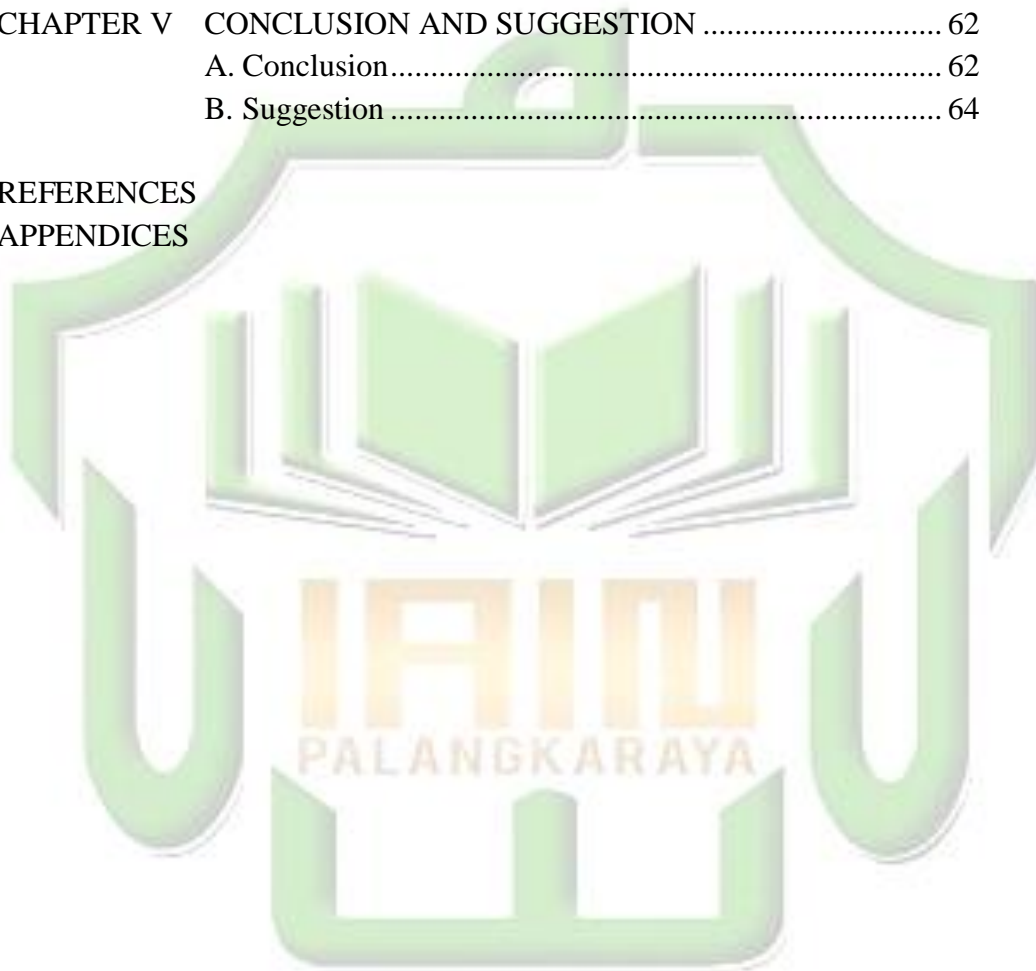


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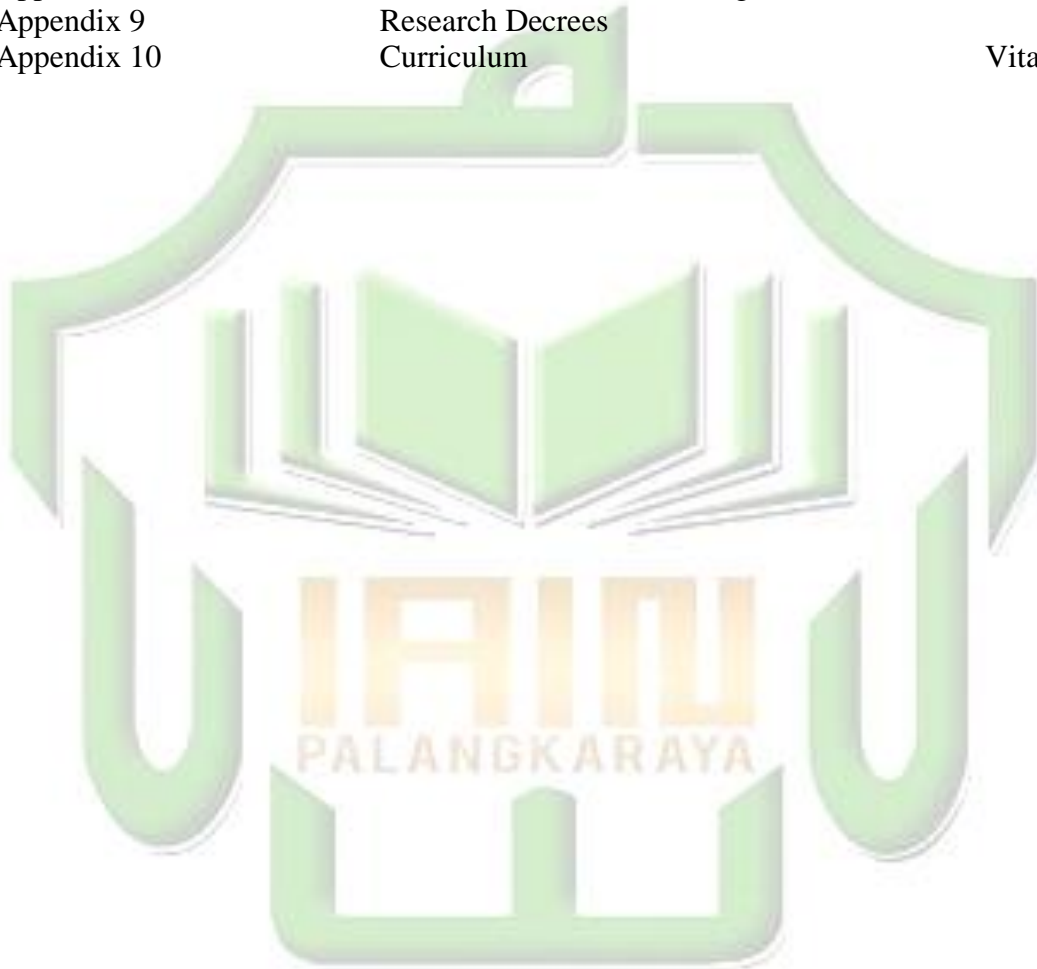
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CHAPTER I

INTRODUCTION

This chapter contained a brief description of the whole content of the research. The chapter comprised background of the study, identification of problem, limitation of the study, problem statements, objectives of the study, benefits of the study, and definition of key terms.

A. Background of the Study

Everyone agrees that the subject 'English' is vitally important and typically it describes as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for adult life. English is also the most consistently controversial and debated subject. It might be argued that English is the subject that many interested parties would most like to control. The history of English is simply a history of constant change. Inevitably, this makes teaching it a special kind of challenge, but it also imbues the subject with energy and excitement. All subjects have their debates and passions but English seems to have the most, and they are very often unusually public and attract plenty of media attention.

The importance of learning English can be seen from the fact that most scientific books are written in English and the students are supposed to comprehend those books. According to English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation

and spelling. Therefore, vocabulary is one of the important language elements the students should master. Vocabulary includes collections of words. The words are known not only as individual words, but also as group of words that have meaning.

In addition, there are four skills that should be mastered by students in learning English. They are speaking, listening, reading, and writing. Besides the four English skills, to support the mastery of the four language skills the students should have well understanding of English component such as vocabulary, pronunciation, and grammar. Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. Understanding the nature of vocabulary is important to the process of selecting appropriate instructional strategies that enable students to master the vocabulary they need to learn to read and to read to learn. (Pennel, 2001, p. 2)

English vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages. It also means that teaching speaking, writing, reading, and listening cannot be separated from teaching vocabulary. Vocabulary is one of language competence, which enhances the skill in language. Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. Rudyard Kipling said that words are the most powerful

drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language. English is as a second language or foreign language; one needs to learn vocabulary in the systematic way. In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way.

Vocabulary is not a syllabus, a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Language students need to learn vocabulary of the target language in another way. (Cameron, 2001) argued that words are important to develop children's skill and knowledge and building up useful words to young learners is fundamental to the foreign language learning at primary level.

Rivers in Nunan (1991, p. 117) argued that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. If teacher is really to teach students what words mean and how they are used, teacher needs to show them being used together in context. Words do not just exist on their own; they live together and they depend upon each other. Therefore, teaching vocabulary correctly is a very important element in language learning. English vocabulary as one of the language skill elements has an important role for young learners in

learning foreign languages. It also means that teaching speaking, writing, reading, and listening cannot be separated from teaching vocabulary.

As the information given by the headmistress, there were three teachers who taught English which they had their own basic, performance and strategies to teach English to the young learners. She confirmed that there was no English subject in curriculum for elementary school, the young learners are taught with the basic or instruction only. Besides, the school had the practical room itself, the availability of the room to ease the young learners when they learn English to not only focus on the classroom.

Teaching English for young learner is very much different from teaching adults in a way that they are often more enthusiastic, active and easily adapted than adults. Elementary school students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exiting. Based on the pre-observation at SDN Percobaan Palangka Raya, English has been taught in the first grade students. For some students, English is their first foreign language, so they feel difficult in learning the English lesson. It becomes the teacher's job to find out the suitable methods or techniques in teaching English, especially in English vocabulary, in order the students can learn the English lesson easily and the teaching learning process will be succeed. However, they have lack amount and type of exposures to English. Their experience of the language outside the classroom is very little. They just hear and speak English in the classroom, and the time is so limited. Most of young EFL (English as a Foreign Language) learners

will be very depend on explicit or direct vocabulary instructions. In direct vocabulary instructions, teacher's role is very crucial because they introduce new vocabulary to the learners using some appropriate techniques. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. This makes teachers have some certain reasons in employing certain techniques in presenting vocabulary.

Based on the description of background above, the researcher was interested to conduct the research about teaching vocabulary entitled, *"Teacher Strategies in Teaching English Vocabulary to Young Learner at SDN Percobaan Palangka Raya"*

B. Research Problems

Based on the background of the research above, the problems of this research were formulated as in below.

1. What are the strategies used by the teacher in teaching English vocabulary to young learners at SDN Percobaan Palangka Raya?
2. How is the implementation of teacher strategies in teaching English Vocabulary to young learners at SDN Percobaan Palangka Raya?
3. What are the problems in implementing of teacher strategies in teaching English Vocabulary to young learners at SDN Percobaan Palangka Raya?

C. Objectives of the Study

The objectives of this research were formulated as a response of the problem of the research as in below.

1. To describe the strategies used by the teacher in teaching English vocabulary to young learners at SDN Percobaan Palangka Raya.
2. To describe the implementation of teacher strategies in teaching English Vocabulary to young learners at SDN Percobaan Palangka Raya.
3. To describe the problems in implementing of teacher strategies in teaching English Vocabulary to young learners at SDN Percobaan Palangka Raya.

D. Scope and Limitation

The study was restricted by focusing it on describing about 1) Teaching English vocabulary strategies, 2) The implementation done by the teacher and, 3) The problems faced by English teacher at third grade of SDN Percobaan Palangka Raya. In other word the researcher described the teacher's strategy, how was the implementation teacher strategies in teaching English vocabulary containing teaching technique and method, the teaching media, teaching materials, and assessment or evaluation of SDN Percobaan Palangka Raya and the problem faced by the teacher. The study was belonged to a qualitative study. The study was conducted at the third-grade of SDN Percobaan Palangka Raya.

E. Significances of the Study

The study had two significances, the first was theoretical significances and the second was practical significances.

1. Theoretically, this study was expected that the results of the study can give contribution to support the theories in teacher's English in

vocabulary at the SDN Percobaan Palangka Raya can be apply as the effective strategy in improving students' English vocabulary.

2. Practically as follows:

- a) For teachers, it enabled teachers to get information and to select a suitable technique in teaching vocabulary to young learner.
- b) For students, could be use as learning material process, it can help the student to understand and get enjoyable in learning English.
- c) For other researchers, as a guide to other researchers for doing research in different variables.

F. Definition of Key Terms

By knowing the key terms, it made this research is easier to be understood by other researcher and readers. There were many key terms that are related to this research as follows:

1. Teacher's strategy

Teacher's strategy as a deliberate action of the teacher, intended to result in student learning. (Issac, 2010)

2. Teaching

Teaching as nothing more than the simple application of the correct reinforces so that appropriate learner behaviors are elicited. (Donald, 1985, p. 2)

3. Vocabulary

Vocabulary is a total number of words completing with rules for combining which make up language. (Hornby, 1999, p. 45)

4. Young learner

Young learners refer to the learners with age 5 to 14 years old (Pinter, 2006)

5. SDN Percobaan

SDN Percobaan is one of other elementary school has “A” accreditation in Palangka Raya. Located in Jln. Damang Leman II Palangka Raya. The school has 5 hours per day in learning process, the school used curriculum 2013 on learning process in the class. The extracurriculars continue after school finished depends on teacher or tutor availability.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provided some reviews of relevant theories and studies involving about the definition of young learners, characteristic of young learner, definition of vocabulary, English for young learner and teaching vocabulary.

A. Related Studies

There were some literatures related to the study reviewed as means to clarify the present study. The researcher could make the comparison among the teaching vocabulary used and the result of each method for the students in the different schools.

The first previous research was done by Lilis Sugiarti (2016) about Teacher's strategies in teaching English vocabulary at the eleventh-grade students of SMA NU Palangka Raya. The result of this research was the teacher's strategies in teaching English vocabulary at the eleventh-grade students of SMA NU Palangka Raya was by the teachers used the multiple meaning and game. Other that, the teacher ordered the students to memorizing vocabulary from a text and from vocabulary memorized by the students. The writer found the strategies used by the teacher were multiple meaning, game and memorization. Using multiple meaning the students could get one more meaning of vocabulary. While the game play, the students feel enjoy in studying vocabulary. And then memorizing was the easy way of understanding the English language. So, the strategies were used in teaching English vocabulary in teaching at the eleventh grade of SMA NU Palangka Raya.

The second previous research was done by Selinda Febriani (2016) entitled the teaching of English vocabulary to young learners. The result of this research showed that the current implementation of techniques used in teaching vocabulary to young learners at TKN Pembina I. The first major finding was the answer to the research question. It could be concluded that there was some inappropriateness between the theory and the teacher did in teaching English vocabulary. Then common techniques in teaching vocabulary to young learners could be divided into three groups. For presenting new words, using flashcards and miming were preferred by the teacher in this study. In getting students to practice the words they had learnt, the teacher mostly employed identifying and matching task which applied in B group. For the final stage in teaching vocabulary, producing, the teacher familiarized both completion and creation in sentence and text.

The third previous research was conducted by Karuni Humairah Arta (2018) about the strategies used by English teacher to teach vocabulary. The result of the research showed that English teachers in those MAS were using some strategies in teaching the vocabulary words to their students, the strategies were even though not exactly similar to the strategies created by experts but at least they used the approach of the strategies created by experts without realizing it. Such as Word Map strategy, Scavenger Hunt strategy, and the combination of both strategies. Each school in this research had their own problem in teaching-learning vocabulary process. The researcher concluded that MAS RIAB (Ruhul Islam Anak Bangsa) needed more time for classroom teaching-learning process in English lesson so that the teacher could achieve the goal of learning. MAS Al-

Manar needed more intensive teaching-learning process to avoid students' misunderstanding in vocabulary words. The teacher must assess their vocabulary words once in a month to wait until the students can understand the vocabulary well, and MAS Luqman Al-Hakim needed more facilities to support teaching-learning process, especially in teaching-learning vocabulary process like dictionary, guide books.

The fourth previous research was conducted Badr Abdullah Al Jabri (2008) about a thesis in teaching english to speakers of other languages. Generally, the analysis showed that the techniques which are used by the participants to teach vocabulary items are miming, book pictures, realia, flash cards, drawing, defining in English and the translation method. Finally, the participants reported that they do not teach their students strategies to learn vocabulary outside of class, which does not reflect the norms set in the literature for teaching vocabulary. The main implication for language teachers in Omani government schools was that these teachers should reassess some of their approaches to teaching vocabulary and expand their repertoire of vocabulary teaching techniques. Although the participating teachers appeared to be aware of some of the most effective methods of teaching new vocabulary items to their EFL students, some felt that they had to resort to less effective shortcut techniques (such as the translation method) in order to meet the requirements set by the Ministry of Education within the allotted time.

The fifth research was done by Meria Santy Sibarani about English teachers' strategies in managing a large class at SMP Negeri 4 kota Jambi. Based on the

result of study, there were some strategies that used by teacher to manage large class. There were organization, rules, and communication. First, strategies in classroom management organization included three sub-themes, there were; preparing lesson plans, making well established routine in classroom and giving instruction for make students comfortable in classroom. Second, strategies in classroom management rules include five sub-themes, there were; making students disciplined in classroom, making students enthusiastic in classroom, making grouping discussion for students in classroom, giving punishment to students in classroom. The last was strategy in communication include one sub-theme, that was bilingual strategy.

Based on some related studies above, there were some similarities and differences. The similarities are about the teacher strategy and the implementation in which the previous researchers described the strategy and the implementation that used by the teacher. The difference was about the strategy above mostly focus on adult beside this research focus on young learners.

B. Definition of Teaching

According to Drown (2000, p. 7) stated that, "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning". It means that teaching provide assistance and facilities to the students in order to the students can learn well. Teacher must know about teaching activity and the behavior of students. Based on the statements above, it can be concluded that teaching provide assistance facilities to the students to transfer knowledge from teacher to the students. While Holkes, et al (in Richard Freeman, 1990, p.

242), “Teaching is cognitive as well as a behavioral activity, and that teacher theories and beliefs about teaching, teachers and learners guide their practice of knowledge classroom actions. According to Tyson (in Mustofa, 2015, p. 194) “Teaching is a process of interaction, the teacher does something to a student, the student do something in return”. Tadrif was quoted by Mustofa (2015, p. 195) “Teaching in principle is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner).

C. Teaching Strategies

1. Definition of Teaching Strategy

Strategies are steps or action a taken for the purpose of winning a war, other definition of strategy is an effort to achieve of success goal. In education context, J. R David (in Hamruni, (2009, p. 1) stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal. Teaching strategy has been defined by several experts, such as, Kemp (in Hamruni 2009, p. 2) stated that teaching strategy is a teaching activity that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently. The other definitions stated by Kozma (in Hamruni (2009, p. 2), Kozma stated that teaching strategy means every selected activity, that can give a facility or assistance to the student to reach certain teaching purpose.

2. Strategies in Teaching Vocabulary to Young Learners

Harmer (1991, p. 161) suggested some strategies that teachers can use to help their students practice vocabulary:

a. Realia

One way of presenting words is to bring the things into the classroom or bringing into room. Words like postcard, ruler, pen all, etc. can obviously present in his way. The teacher holds up the object or point to it says the word and then gets student to repeat it.

b. Mime, Action, and Gesture

It is often possible to explain the meaning of word and grammar either through the use of realia or in picture. Actions in particular are probably better explained by mime. Concept like “Running” and “smoking” are easy to present in this way (Harmer, 1991, p. 161). Gesture is useful for explaining words like form, to act or indicate that the past is being talked about (the teacher gesture back word over his shoulder).

c. Contrast

Teachers saw how relations exist because of their sense and thus can be used to teach meaning. Teachers can present the meaning “empty” by contrasting it with “full”, “cold” by contrasting with “hot”, “big” by contrasting it with “small”. We may present these concepts with pictures or meaning we ensure our student’s understanding. This technique gives solution to make easy to get the meaning of the word. Contrast is the same with antonym word.

d. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. in the first place it is not always easy to

translate words, and in the second place, it may make it a bit too easy for student by discouraging them from interacting with the words.

e. Explanation

Explanation the meaning vocabulary item can be very difficult the teacher grammatical explanation can be, especially at beginner middle level, it will be important, if giving such explanation includes information when the items can be used. An explanation is a statement which points to context and consequences of some objects, process, state of affairs, etc. Together with rules or laws that link these to the object. Some of these of the explanation may be implicit. When the teacher verbal explanation, he can employ many of the technique used to introduce interest when teaching the form of the word. For example, he can write the meaning (synonym opposite, synonym mother tongue, description) in code or with scrambled letter.

f. Presentation

Not all vocabulary can be learning through interaction and discovery techniques are possible, however, they are not always the most cost effective. There are many occasions when some from presentation and explanation is the best way to bring new word into the classroom. In this technique, the teacher can use media such as, realia and picture.

g. Enumeration

Other sense relation is that of general and specific words. We can use this to present meaning. We can say “clothes” and explain this by enumerating or listing various items. The same is true of “vegetable” or “furniture” for example.

3. Advantages and disadvantages of Teaching Strategies

According to Nana Syaodih Sukmadinata (2002) she identified 4 benefits from teaching strategy, that are:

- a) make it easier to communicate the intent of teaching and learning activities to students, so the students can do their learning more independently,
- b) to enable for teacher to choose and arrange the teaching materials,
- c) to help the teacher to determine learning activities and learning media,
- d) to facilitate the teacher assessment.

For the student, by using an appropriate method and techniques the researcher hopes that the students will get enjoyable in teaching and learning process. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

According to Gagne and Briggs (1979, p. 251) there are some disadvantages from teaching strategy, that are:

- a) The strategies used did not suitable for the age of students.
- b) The strategies impossible to serve the differences of each individual both in ability, knowledge, interest, talents, and different learning styles.

- c) Sometimes in implementing the strategies, it takes a long time for often teacher to adapt them to a predetermined time.

D. Theory the Implementation of Teaching Strategies.

According to Cambridge dictionary, implementation is the act of putting a plan into action or of starting to use something. It is carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen. In conducting teaching-learning process, the power of teachers and students must be equal. They share materials to be constructed and result in the form of knowledge (Freire, 1970)

However, the knowledge construction between teacher and students will not run well as long as the teacher who make an effort solely to engage the students in learning process. Thus, students are also needed to be actively engaged through making use of some strategies in learning the materials taught by the teacher. On the contrary, in Indonesian context, mainly for EFL program, students are not well familiar with learning strategies and dependent on their teacher. Teachers language use activity related language. This type of language is felt to be of great importance by several participants as they believe it helps students to make meaningful connections and enabled them to learn about the language through the language. Nunan (2000, p. 189) added, "Teacher talk is of crucial importance for the processes of acquisition because it is probably the major source of comprehensible target language input a learner is likely to receive"

Several teachers take time during lessons to check that students have understood the meaning of key words or concepts. The strategy may enable individuals to connect new vocabulary with words that they already know in their first language (Brewster, Ellis and Girard 2004). The teachers often use questions to check that students have understood the meaning of key words or concepts. Brewster, Ellis and Girard (2004, p. 81) suggested that, “Providing examples of words, their meanings and demonstrating how they might be used when beginning to learn a language may be more important than attention to the grammatical components and spelling of vocabulary”.

E. The Problems of Teaching Strategies

According to Wardaugh (1969), as quoted by Derakhsan (2015, p. 104) pointed out that there are some theoretical problems when teaching English to other students from other language. He attempted to gap the bridge between the practical orientation of teachers and the theoretical concern that should be the basis of practice. He believed every good classroom practice is based on a well-informed theory. Most classes were teacher-dominated, the teachers were sage on the stage and everything flows from the teacher. In other words, he stated that this direction should be changed because students should learn their tasks and teachers can help them.

According to Khajloo (2013, p. 56) there are two main problems consist to internal and external:

1. Internal problems

- a) English teachers lack proficiency in the English language (vocabulary). Unfortunately, most of English teachers are not fluent in English and they are unable to teach the English language orally. They teach English in the form written language to students and it's not a hundred percent learning.
- b) Unqualified teachers. What makes this problem so difficult is that many communities are English language learner especially the young students, they cannot determine who is a good English teacher and who isn't. whatever the teacher says, whether correct or incorrect will be taken as correct by the young learners.
- c) Using native language. The teachers used their native language in the class, it becomes very for the teacher to speak native language to the young learner instead of using the English language. It is usually frustrating for young learners to rethink reword their thoughts into the new language clearly.
- d) Building vocabulary base. Building up a young learner's English vocabulary is one of the first issues teacher instructing young learners in a foreign language face. Thinking about one object and remembering two identifying names for it can be confusing for young learners.

2. External problems

- a) Lack of interest and motivation for learning English. Most of English young learners are not interested in learning the English language

especially vocabulary and just think about passing the course, thus because they are not interested, they do not listen to their teacher and do not learn anything even if they learn something, they will forget it because they are tired of its repetition.

- b) Limited learning environment. In learning English, what happens outside of class matters most. In the most cases, young learners only make an effort to speak proper English in the classroom when they are under supervision.
- c) The other problem encountered in English vocabulary teaching is overcrowded English classes. The number of the young learners in a typical classroom can range from one to fifteen or twenty learners. In Indonesia, however a teacher can find more than thirty students in a very small classroom without a tape recorder, television, posters, DVD. It is surely will be difficult for teacher to carry out activities where young learners can improve their communicative skills because it is not possible to personalize teaching, and as consequence not good result are shown every day.

F. The Steps of Teaching Strategies.

Activity : Vocabulary Teaching

Vocabulary point : Colors (Red, Orange, Yellow, Green, Blue, Purple, Pink)

Materials : Course book, colorful balloons, board makers, PPT Presentation, Quizzes, Different life object and video.

AIM

- a. Students will be able to understand the names for colours of things
- b. Students will be able to introduce themselves by referring to the colours they like
- c. Students will be able to name the colours of things
- d. Students will be able to express their likes and dislike

PROCEDURE

- 1) Stage 1 (Introduction and understanding the meaning of new words).

Firstly, the teacher accosts the student. Next, students watch a video which is related to colors. Students give their attention only main words such as red, orange, yellow, green, blue, purple, pink. They listen song and they learn the meaning of colors without any Indonesian words. They watch video twice and they try to remember the colors.

- 2) Stage 2 (attending to form)

After the video, the teacher asks students which colors they heard and she write them on the board. And then she wants them to give some example about these colors. For instance, they can say “red: apple, tomato, cherry” or “yellow: lemon, banana”. Then the teacher chooses a student, shows some subjects and asks the colors of these object. And then she says a color and wants students to show an object which has that colors.

- 3) Stage 3 (Vocabulary, Practice, memorizing and checking activities)

Then they play a guessing game with the help of PPT presentation. Teacher shows some pictures with PPT and wants students to guess what

colors are they. So, students can practice, memorize, and repeat those words again.

4) Stage 4 Consolidating, Recycling, Organizing, Recording, and Personalizing vocabulary)

Then the teacher wants students to be divided into 7 groups for every color. The she gives a colorful balloon to every group and wants them to write object which have that color in 2 minutes. After two minutes the group who wrote much more vocabulary win the game and take all balloons.

5) Stage 5 (Developing Strategies for Vocabulary Learning)

Finally, the teacher asks students to be divided into groups and gives a worksheet to every group and wants them to do these worksheets by discussing, so their social skills with their friends can develop.

6) Stage 6 (Evaluation)

In the last section the teacher and students make summary or conclusion of learning material. The teacher give feedback on the process and gives the assignments or homework individually or group.

(Source: <https://www.slideshare.net/hulyagulek1993/teaching-vocabulary-lesson-plan-for-young-learners>)

G. Vocabulary to Young Learner

1. The Definition of Vocabulary

Cameron (2001, p. 73) defined, vocabulary is about learning words, children are not only expected to know the word but also, they have to know what the meaning of that word. Meanwhile, Hornby (1987, p. 959) stated that vocabulary is a total number of words which (with roles for combining them) make up a language. This means that vocabulary is very important component in learning language. People will not be able to communicate without vocabulary. From the statement above, we know that vocabulary is very important in teaching English. Burns (1972, p. 297) defined vocabulary as the stock of word which used by a person, class or profession. According to Zimmerman in Coady and Huckin (1998, p. 5) vocabulary is central to language and of critical importance to the typical language learning.

2. Kinds of Vocabulary

According to Brown (2011,11), there are some types of vocabulary they are:

a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading.

b. Listening vocabulary

A person listening vocabulary is all the words he or she can recognize when listening to speech. This is vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gesture.

H. Definition of Young Learner

According to Pribilova (2006, p. 10) said that, “the term young learner covers a wide age range. This can be anybody from the age of three to the age of eighteen. There is a big difference between what a –three-year-old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster, others need more time”. The young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two group; they are younger group 6-8 years old” and older group 9-12 years old“. According to their level, they are called as students of lower classes such as first, second- and third-year students and upper classes namely fourth, fifth- and six-years students. Meanwhile, Scot and Yterbeg (2010, p. 18) subdivided them into two group, they are level one 5-7 years old and level two 8-10 years old.

I. Characteristic of Young Learner

In learning a foreign language, children and adults have different perceptions because they have different characteristics. Children are more enthusiasts than adults. Cameron (2001, p. 1) stated that children have a number of characteristics that teachers of English need to keep in mind when they are planning to set up activities. They are highly motivated, enthusiastic and lively learners. On the other hand, they do not find it easy to use language to talk about something because they do not have the same access as the older learners to reach meanings. Teachers are the one who can help them maximize their ability to acquire the given knowledge. Meanwhile, Scott and Yteberg (2000, p. 1-2) have identified the general characteristics of children as young learners. The characteristics mentioned are as follows,

- a. They understand situation more quickly than understand the language used.
- b. Their own understanding comes through hands and eyes and ears.
- c. They are very logical.
- d. They have a very short attention and concentration span.
- e. They sometimes have difficulty in knowing what fact is and what fiction is.
- f. They cannot decide for themselves what to learn.
- g. They love to play, and learn best when they are enjoying themselves.
- h. They seldom admit that they don't know something either.
- i. They are enthusiastic and positive about learning.

- j. They have their own world.

Considering the characteristics mentioned above, the teacher's way in teaching young learner is also different from the way the teacher teaches adults. "The differences between teaching English to young learners and adults lay on the linguistic, psychological and social development of the learners, and that, as a result, we need to adjust the way we think about the language we teach and the classroom activities we use." (Cameron, 2001, p. 6).

In addition, Brumfit (1997, p. 5) gave a list of the characteristics which young learners share:

- a. Young learners are only just beginning their schooling.
- b. As a group they are potentially more differentiated than secondary or adult learners.
- c. They tend to be keen and enthusiastic learners.
- d. Their learning can be closely linked with their development of ideas and concepts.
- e. They need physical movement and activity as much as stimulation for their thinking.

CHAPTER III

RESEARCH METHOD

This chapter discussed the methodology of the study relating to the design of research, time and place of the study, subject and object of the study, the data collection techniques, data collection procedures, the endorsement data, the data analysis.

A. Research Design

The type of this research was descriptive qualitative research in which focusing in teacher's strategies in teaching vocabulary to young learners. It described the technique and method used by the teacher in teaching English vocabulary to young learner at SDN Percobaan Palangka Raya. According to McMillan & Scumacher (2001, p. 395), qualitative research explores the richness, depth, and complexity of phenomena. The purpose of qualitative research is to provide descriptions of social phenomena which happen naturally (Dornyei, 2007). The research was combined with library and field research. Library research was done to get secondary data and field research was for getting primary data from participants directly. Therefore, researcher visited the setting to do observation.

Descriptive design aims to present a complete description of a phenomenon within its context. The main purpose of instrumental case study is to better understand a theoretical question or problem. Using it, enhanced understanding of the particular issue being examined is of secondary importance to a greater insight of the theoretical explanation that underpins the issue. For example, a researcher

may wish to better understand how college students acquire technology knowledge. Although the researcher's primary goal is to broaden our understanding of the processes and circumstances surrounding technology learning, insights may also be derived regarding specific instructional practices that support technology skill development (Hancock & Algozzine, 2006, 32-33). The rational reason to choose instrumental case study descriptive design because this research described in-depth the phenomenon that happens to the subject.

The approach that used in this research was qualitative. Ary, et al (2010, 29) explained "Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.

B. Subject of the Study

The subject in this research was a teacher who taught English vocabulary, the researcher chose one of the three teachers to do a research. To determine which teachers were appropriate to be investigated, researcher used a purposive technique, this technique was a sampling technique with certain considerations with some reasons and criteria the researcher chooses the teacher as follows: First, this teacher had been identified with the quality of teaching that has been recognized by the school. Secondly, this teacher had understood the conditions in the third grade where this teacher was a persistent teacher who teaches English in third grade.

The object of the study in this research was the teaching strategies involving the implementation and the problems faced by the teacher of teaching English

vocabulary at the third-grade students of SDN Percobaan Palangka Raya in academic year 2019/2020.

C. Source of Data

Data source was the subject where data got. The researcher needed to consider the sources on which to base and confirm their research and findings. The researcher had a choice between primary and secondary data. In addition, the researcher can also use of both.

1. Primary data

Data that been collected from first-hand-experience was known as primary data (Ajayi, 2017, p. 2). It was mean that the primary data in this research were taken from the researcher herself. The primary data of this research was observation that taken from the class.

2. Secondary data

Data collected from a source that already been published in any form is called as secondary data (Johnston, 2014, p. 620). It was mean that the secondary data were data that already existed. The secondary data were interview and documentation.

D. Research Instrument

There were three research instruments, namely interview, observation and documentation. Interview (to the teacher) was conducted to get the primary data, while the observation and documentation to support the main data of interview as the secondary data. The researcher during the entire process of the researcher

takes roles as a designer, data collector, analyst, data interpreter, and result reporters of the research (Moleong, 2001, p. 121).

E. Data Collection Procedures

The procedures in gathering the data had the best step to collect the data needed in this research. Collection procedures in qualitative research involve three basic types: observation, interview, and documentation (Cresweel, 1994, p. 149).

1. Observation

The subject of observation was teacher activities on English vocabulary class, the observation conducted three times in one month from 1 November until 22 November 2019. It focused on the teacher's strategies, implementation and problem in teaching English vocabulary. In this research the researcher as naturalistic (non-participant) in which the researcher observed the teacher while they were teaching English vocabulary, the researcher could know the teacher's strategies, the implementation and the problem. The observation had purposes that to find out how was the implementation of strategies used by teachers and to get data on teaching learning process of teaching English vocabulary.

The researcher collected the data on teacher's strategies, implementation and problem in teaching English vocabulary by using field note and record. The field note was used to write down the important information and the event in the classroom. In this research the researcher used direct observation notes, it means the notes was made immediately when the researcher was in the classroom. These notes were arranged based on place, time and sequence

as the researcher recorded important things that occur in the learning process in the classroom, such as the researcher did the research at third-grade in SDN Percobaan Palangkaraya with the time determine by the English teacher. The initial stage of teacher learning would greet students first, brainstorming about the topic to be discussed at the meeting, then the teacher showed a video with the media that has been provided on the topics discussed, students would be guided to understand each topic discussed by the teacher until at the final stage of evaluation students would be asked again on the topic to the distribution of school work.

Table 3.1 Table specification of observation

No	Problem	YES	NO
1.	Research Question 1 (Strategies) 1. Teacher used Realia 2. Teacher used Mime, Action, and Gesture 3. Teacher used Contrast 4. Teacher used Translation 5. Teacher used Explanation 6. Teacher used Presentation 7. Teacher used Enumeration		
2.	Research Question 2 (Implementation) 1. Teacher gives the information using media, 2. Teacher used two languages, 3. Teacher displayed some picture with projector and played a video, 4. Teacher patched some pictures in the whiteboard. 5. Teacher played an audio visual, and student spelled out the words together		
3.	Research Question 3 (Problem of implanting strategies)		

	<ol style="list-style-type: none"> 1. Internal problem (from teacher) <ol style="list-style-type: none"> a. Lack of fluent in English b. Unconfident in speaking English c. The teacher did not hear what students said in the back seat 2. External <ol style="list-style-type: none"> a. The students have different characteristics so that the students have more than one problem in learning process. b. The environment of the class c. The facilities of the school especially the place or room to learn English has a lower facility 		
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Adapted from: Prames Ayuningtyas (2008, p. 139)

Taking photos and record also helped researcher to recall a learning process and conversation during the data collection stage in the classroom, when taking voices during the teacher's interview as the subject in this research.

In short, based on the aforementioned above, the observation had some processes that could be used as guide in observation, those are in the following below (Creswell, 2010, p. 214-215).

1. Selecting a site to be observed that can help researcher best understand the central phenomenon, in this case, the site was in third-grade of SDN Palangka Raya with certain reason mentioned in background of the study in chapter I.
2. Making it easy into the site slowly by looking around; getting a general sense of the site; and taking limited notes, at least initially.
3. At the site, identifying who or what to observe, when to observe, and how long to observe. Gatekeepers can provide guidance as researcher make

these decisions. In this, the principal gave information about the teacher, the class and other policy related to the observation. Therefore, the observee was English language teacher, the observation was conducted three times on every Friday at certain date based on the appointment and schedule set by school.

4. Determining the role as an observer, in this case, the researcher was as non-participant observer.
5. Conducting multiple observations over time to obtain the best understanding of the site. In this case, at first observation from broad when the researcher looked at the whole process of teaching in the classroom. Then, the researcher engaged to narrow the observations to specific aspects (focused on teaching vocabulary strategy than the classroom management as in broad aspect). A broad-to-narrow perspective is a useful strategy because of the amount of information available in an observation.
6. Designing some means for recording notes during an observation. The data recorded during an observation are called fieldnotes. Fieldnotes are text (words) recorded by the researcher during an observation in a qualitative study. In this case, the researcher used fieldnotes while observing, then observation checklist done as the summary based on the data gathered from the fieldnotes itself.

2. Interview

The researcher added the document(transcription) by conducting interview with the English teacher of SDN Percobaan Palangka Raya, audio recording

was used in this instrument. The researcher used the unstructured interview (in-depth interview) the interview guidelines only outline the issues to ask with, in which the area of interest was chosen and questions were formulated the interviewer may modify the format or questions during the interview process. The questions were typically open ended, it means that cannot be answered with yes or no or simple respond and the question were designed to reveal what was the important to understand about the phenomenon under study. According to Morse and Corbin (2003, p. 141) “the researcher and the interviewee come together to create a context of conversational intimacy in which participant feel comfortable telling their story”. The researcher asked the teacher about the condition of the class, how was the learning process occur and what was the problem faced by teacher while teaching English vocabulary in the class. The interview of this research was focused on teacher’s strategies in teaching English vocabulary such as, the material, the media and the technique used by the teacher and also the problem faced by the teacher.

Table 3.1 Items specification of interview

No	Topics	Number and specification of items
1	The strategies of teaching English vocabulary	The teacher using strategies in teaching English vocabulary (Realia, Mime, Action, and Gesture, Contrast,

		Translation, Explanation, Presentation, Enumeration) to answer the guideline number 1-5
2	The implementation of teaching English vocabulary	The teacher implements one or some strategies in the class, to answer the guideline number 6-10
3	The problems of teaching English vocabulary	The teacher relates and explains the problems to the strategies and implementation, to answer number 11-15

3. Documentation

According to Suharsimi (2006, p. 158) a documentation method is findings data that related by using book, transcript, newspaper, magazine, ancient inscription, note of a meeting, agenda, etc. This technique was used to collect the data related to the research. The researcher used this technique to support the data collection from observation and interview. In this case, by using this instrument where including the teacher's lesson plan, teacher's material to teach English vocabulary, interview transcription and the researcher collected the data about teacher's strategy in teaching English vocabulary.

F. Data Analysis Procedures

1. Data reduction

According to Sugiyono (2013, p. 247) data reduction is resuming, choosing on basic things, focus on the important things, and search the theme and pattern. In short, data reduction was done by summarizing field notes by separating main things relating to research problems, and then it was arranged systematically to describe and to make easy the data searching if sometime it was needed anymore. Not all the obtained data of the research were important. It means that the important information must be taken and unimportant information must be ignored. In this case, the researcher focused on the strategy used by teacher, the implementation and the problems faced by the teacher while teaching vocabulary, and all data beside those would be ignored.

2. Data display

According to Sugiyono (2013, p. 247) in the display of qualitative research, data may present a brief description, chart, and relation between categories narration. The researcher is able to draw conclusion and verify it to be meaningful data it means describing data in the form of descriptive or narration. This technique is used arranging the information, description, or narration to draw conclusion. By presenting data, the researcher considered what the researcher should do. The researcher can analyze the other action based on her understanding. In this case, the researcher used text narrative report and some tables of summary of the findings.

3. Conclusion drawing verifying

To draw reasonable conclusion, it is conducted verification along with the research using member check and triangulation, to guarantee result significance. In this study, conclusions are drawn continuously throughout the course of study.

Based on the procedure above, the steps in implementing data in this research were in the following: The first researcher collected the data through interview, observation, and documentation, then the researcher selected, transcribed, and focused on the data by referring to the formulation of the research problems being investigated in the study. In other words, the irrelevant data was discarded while the relevant data was included. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive text.

G. Data Endorsement

Other things are actually fundamental in research instrument are about credibility, transferability, dependability, and confirmability.

a. Credibility

Based on Guba, there are some possible provision that can be made by researcher, namely triangulation via use of different methods, different types of informants and different sites; Tactics to help ensure honesty in informants; Member checks of data collected and interpretations/theories formed; Thick description of phenomenon under scrutiny. (Shenton, 2004, p. 73).

According to Ary et.al. (2010, p. 498) explained that credibility talks about an accuracy data or the data is considered as a credible source that has been proved by several evidence. In this research the researcher used the data of triangulation, the researcher employed data triangulation to determine the validity data. So, it can be concluded that data triangulation means the best way to ensures that a theory is tested in more than one way, increasing the likelihood that negative cases will uncover. In validating of the data, the researcher compares the data found during observations and the data found from interviews. After observing the teacher in teaching English vocabulary, the researcher crosschecked them to the data of interview.

Furthermore, the researcher applied member-check. It helped in clearing up miscommunication, identify inaccuracy, and help obtain additional useful data. Member check was conducted by sharing the result findings and the analysis to each subject during interview. The researcher checked the data that get from the interview with the informant and the researcher interpretation in this case, the researcher checked the data by asking the English Teacher at the third-grade of SDN Percobaan Palangka Raya who be the subject of the study.

b. Transferability

Transferability also has provision of background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made (Shenton, 2004, p. 73). In this case, the researcher should also involve descriptive, context-relevant statements that kind of a

report of the study can identify with the setting clearly, systematically, and acceptable.

c. Dependability

According to Ary et al. (2010, p. 502) said, “Qualitative studies expect variability because the context of studies changes. Thus, consistency is viewed as the extent to which variation can be tracked or explained”. In this case, the researcher will focus to the problem, goes to the field, determines the source of the data, collects the data including address the stability of the data collected, analyzes the data and make the conclusion of the data. Dependability has provision employment of “overlapping methods” In-depth methodological description to allow study to be repeated.

d. Confirmability

In this case, the researcher should keep the neutrality and objectivity of the data. It can be done by using triangulation to reduce effect of investigator bias; Admission of researcher’s beliefs and assumptions; Recognition of shortcomings in study’s methods and their potential effects In-depth methodological description to allow integrity of research results to be scrutinizing (Shenton, 2004, p. 73). As Cresswell mentioned that this confirmability done by practicing triangulation and reflexivity (Cresswell, 2012, p. 393). It means the data analysis and the result findings that has been described are neutral and objective as the researcher related them to some theories.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the research finding and the discussion of this research based on the data gathered during the investigation. Before presenting the findings of the research, in this part the description of the location and data description related with teaching vocabulary at the third-grade students at SDN Percobaan Palangka Raya.

A. Data Presentation

1. First observation at SDN Percobaan Palangka Raya (Friday, 01 November 2019)

The first observation was taken at SDN Percobaan Palangka Raya, the researcher came to class whose have permission from the teacher and sit in the last row of the students. the study was started, the students greeted the teacher and as well as the teacher. the topic discussed in the first meeting was about “TIME”, the teacher asked question about “time” to the students and one of students came forward to answer the question, the snack would be given to the correct answerer by the teacher, teacher patched some pictures about “time” in the whiteboard then the teacher rearranged the random pictures to the smallest to the largest numbers of o’clock along with the students. The students repeated what the teacher said about “time”, the teacher showed the picture of time {5 o’clock} then asked “what time is it?” the student answer “it is 5 o’clock”. The teacher also asked some questions to the student and answer with raised

hand. The next section, teacher gave the answer sheets to the students with the main textbook “Grow with English” on page 43 for the exercise. The teacher started the exercise with audio (that actually video) from laptop and speakers as the support media, teacher paused the audio to get the students easier to answer the question. After the exercise ended, the student exchanged the answer sheets to their own pair. The teacher started to explain the answer along with students, teacher asked the students what time mentioned from the audio, some of student came forward to write and draw a clock in the whiteboard. Teacher and students gave applause to the students for the correct answer. The last section on the teaching process was that the teacher evaluated the learning from the first until the end, “what we have been learning today” and “what is the benefit from learning about time” then the students answer “the benefit to learn about time is to get the students used to be in applying the time in their own daily activities such as wake up in the morning on time and not coming late to school. The teacher closed the teaching process with say “goodbye” to the students.

2. Second observation at SDN Percobaan Palangka Raya (Friday, 15 November 2019)

The second observation was taken on Friday 15 November. Teacher re-asked the topic was taught in the last meeting. Teacher explained in short and brief about the topic that will be learned, teacher started to show some pictures on the white board used LCD. Teacher pointed the

physical education (the sub topic) and students spelled. Then teacher pointed the picture that suit with “time” for example: “physical education starts at 7 o’clock”, “physical education finishes at 9 o’clock”. One student came forward and answered the task with picture on the white board, student answered the picture that suitable with the time, “break time starts at 9 o’clock” “break time finishes at 10 o’clock” etc. (Math, English, breakfast, lunch and more). Teacher continued to play an audio/video about number to the students so that they felt easier to understand about number and time. Students spelled number one by one together from 1-20, student recalled the numbers in English together in loud voice. Teacher played a conversation video from book “Grow with English” in page 48, because the laptop that used by the teacher was accidentally off, they continued without it. Teacher asked “what time is it?” students answered “it is 10 o’clock” teacher asked “is it time for math?” students answered “yes, it is”. After teacher and students finished discussing about the conversation, teacher divided the students into two groups namely the group boys and girls, the boy students pointed as the questioner and the girl students as the answerer. The boys asked “what time is it?” the girls answered “it’s 11 o’clock” the boys asked “is it time for lunch?” the girls answered “no it is not, lunch started at 12 o’clock” and vice versa. After students practiced the conversation teacher re-divided the group in two persons in a group, tried to practice the conversation as before about time and showed it in front the class.

Teacher approached the students and helped them when they practiced the conversation. Students started to come forward and practiced the conversation. The other students gave applause to the students that had practiced the conversation in front of the class and vice versa, teacher scored the quality of students' conversation in the present list. After the practice was finished, teacher gave the task to students in page 48 number 1-4, students should make the dialogue based on the task and followed how was the conversation before. Write in the task book and submitted in the next Friday. Teacher recalled the sub topic about time that from morning until finished the process of learning in the class. After that, students preferred the book and bag to back home, the prayer leaded by one of the students. After praying they went out from the class turn by turn and said goodbye to teacher and vice versa.

3. Third observation at SDN Percobaan Palangka Raya (Friday, 22 November 2019)

The third observation was taken on Friday 22 November. The topic was the same-that was about "time" with sub topic "home activities", before teacher started the learning, she recalled the topic that students were learning last meeting. After that teacher showed pictures on the white board by using projector. Teacher played a video along with pictures that pointed time with the activities, example: "it is 6 o'clock, it is time for breakfast". Teacher asked the students to repeat the words that pronounced by her about "time" example: its 4 o'clock, it is time for a

bath". Students read aloud the word about time based on the pictures without teacher's help. Teacher ordered the students to pronounce about time one by one with the direct scoring. Teacher corrected the words which were barely true that pronounced by the students. Then teacher showed some pictures from the white board. Students ordered by the teacher to look and circle the pictures that suited "home activities" the pictures that not "home activities" did not to circle it. After that the students continued the task above with wrote it in the main book and after they finished the task, their book exchange to their own pairs. Teacher asked to the students where were the pictures of home activities that showed on the white board, one of the students came forward and circled the picture that indicated the home activities. After they finished to answer the task, the students gave back the book to their own pair. Teacher made a game with two students the named was "ular tangga" the students did rock, paper, scissor to determine who was the first to throw the dice. The first thrower would move the pin as the number on the dice. When the pin stopped as the dice number, there was a sentence contained in which the student made a sentence suit with the example of the sentence before. After they finished the game, teacher gave the students the other task on page 56, students did the task and after finished, the students exchange the book to their own pair and they answered it together. Students that fast raised their hand will come in front of class and wrote the answer on the white board with the students pronounced it

as before. Teacher re-explained in short what they learned that day. After that the teacher and students together prayed and students back to home.

B. Research Finding

In this part presented the research findings which the researcher found in the field by doing observation and interview. It related to the teacher's strategies, implementation and problem in teaching English vocabulary at SDN Percobaan Palangka Raya. After the researcher investigated the teacher's strategies and implementation in teaching English vocabulary, finally, the researcher got some data. The following researcher presented the findings of the study that are divided into three findings:

1. Teacher's English Vocabulary Strategies.

- a. The material used by teacher in teaching English vocabulary at SDN Percobaan Palangka Raya.

Materials in teaching were very important in learning process, this was because the existence of learning materials can facilitate the teacher in provided material to the students and the students got easier to understood the materials taught by teacher to achieved the target. The teaching materials included in lesson plan which guided by syllabus. The materials as follow: TIME (physical education, school activities and home activities).

- b. The media used by theteacher in teaching English vocabulary at SDN Percobaan Palangka Raya.

Based on the observation and interview with the teacher, there were some media used by teacher to teach English vocabulary. Media played as a needed role in teaching process, media used by teacher to ease the student to learn more and to reach the knowledge in their mind not based on the book and workbook. There are some media used by teacher in teaching English vocabulary:

1) Realia/real things

Real thing was one of the media that usually used by teacher in teaching English vocabulary, realia/real thing was one way of presenting word with thing bringing into the class by teacher such as clock. Based on the observation at the third-grade at SDN Percobaan Palangka Raya was taught by Mrs. Lia on Friday, 01 November 2019. She taught English vocabulary using real thing presented in front of the class, she took the clock and said what time is it?"

2) Videos or audio visual

Beside teacher used book as a material in teaching, teacher preferred video with audio to support the process in teaching English vocabulary, the video prepared by teacher before the class started (night or the day before), the video also related to the material taught that day. Based on the observation on Friday 15 November 2019 the teacher showed a video with audio visual about conversation and played audio about numbers. Mrs Lia said "*saya juga membuat animasi, yang kemarenkan yang saya putar itu audio dibuat, yang*

dari ibu itu, kalimat percakapan sederhana itu dibuat dengan animasi sehingga nanti muncul gambar, ada gambar orang bercakap-cakap di situ, ada muncul suara yang apa namanya mewakili kalimat yang ada juga dalam percakapan”

3) Picture

The used of picture in teaching process is also needed by teacher, especially to entertain the young learner to study in English vocabulary. Based on the observation on Friday 22 November 2019 the teacher showed some pictures on the whiteboard using projector, the teacher played video that showed some pictures about time with the activities carried out. Teacher prepared the picture focused the material and also can got the student attention when showed the pictures. Teacher prepared the picture focused the material and also can got the student attention when showed the pictures. Based on the interviewed with Mrs. Lia on Tuesday 26 November 2019, she said *“ada gambar yang menarik seperti misalnya gambar orang bercakap-cakap dengan apa namanya, bentuk orangnya yang agak aneh, itu ya yang dikasih jenggot dan lain sebagainya itu, siswa jadi, wah apa namanya lebih ya, senang belajar, suka gitu lo liatinya”*

4) Powet point.

Power point also one of media used by teacher when she teaches English vocabulary. Based on the observation on Friday 15 November 2019 the teacher designed the picture with audio using

power point, it is interested the students to study English especially vocabulary. Based on the interviewed with Mrs. Lia on Tuesday 26 November 2019, *“saya juga presentasi dengan menggunakan media, bisa menggunakan media, bisa menggunakan apa namanya itu, video, ppt ya power point, juga menggunakan audio, jadi supaya anak-anak itu ngga bosan”*.

5) Student English Book

Student English book is one of the media used by teacher. student English book is needed by teacher and student. English book contained the materials that taught by teacher to teach student or young learner such as LKS or student supplementary book from other. Based on the observation the teacher used English book called “Grow with English” as the main book used by the teacher and students. the students focused on the English book in terms of doing the assessments given by the teacher, the students will give the assessment by the teacher on the page 43, 48, and page 52-53.

In addition, the young learner is interested learning English vocabulary if the teacher used multimedia to teach. The used of LCD did not feel the student bored and being active while the teaching is processed. It can be seen when the teacher taught about TIME (home activities) the teacher showed the video with picture with LCD.

- c. The strategies used by teacher in teaching English vocabulary at the third-grade SDN Percobaan Palangka Raya.

Based on the observation and interview with the teacher, the researcher found that there are some strategies used by teacher when teaching English vocabulary. The strategies were Presentation, Discussion, Explanation and Translation.

1) Explanation

Explanation was one of the strategies commonly used by the teacher in teaching English especially vocabulary. Explanation means that teacher giving such an information about topic that she taught that time. Based on the observation on Friday November 01 2019 touched by Mrs. Lia, she used the explanation as the strategy. Mrs. Lia giving many information about the topic "TIME" to the students. As follow:

- i. Teacher gave such an information about what students learned (the main topic is TIME),
- ii. The students wrote or line the topic on the book,
- iii. Students paid attention what teacher explain on the book and line the information what the students got.

2) Translation

The other strategy used by the teacher is translation. Translation means finding the word and its meaning. Translation can be do directly or indirectly. Based on the observation on Friday November 22 2019, Mrs. Lia used two languages in translating the word to the students that are English and Indonesia. The teacher said in English

the word and after that translated it to Indonesia if the student didn't understand the word. As follow:

- i. First, teacher spoke in English, many students were understanding what the teacher said because the words that the teacher used was familiar to students. But for other words that unfamiliar with the student the teacher will translate it into Bahasa.
- ii. The teacher will choose another unfamiliar word to the student and then the teacher will translate it, meanwhile student will write the meaning on the book.

3) Presentation

The other strategies used by the teacher to support the teaching of vocabulary is presentation. Presentation is the process of presenting a topic to inform about the topic "TIME" to the students. Based on the observation on Friday 15th November 2019, the teacher used presentation to teach the students with pictures used of power point, video or audio that presented in front of the class to show the students. As follow:

- i. The teacher showed some picture or videos to students using power point
- ii. The teacher explained while the students paid attention to the teacher and the power point that showed the topic

- iii. The teacher also asked the students to explain or to answer the question on the power point.

4) Memorization

Memorization is also used by the teacher to help the student learned the English vocabulary; the teacher motivated the students to memorize every word that they learned. the teacher will help the students to memorize the words with the help of video and books. As follow:

- i. The teacher showed a video about number
- ii. The teacher asked students to participate in spelling and memorizing the number together.
- iii. The students also memorized the number without the helped of the teacher but helped by the video along the music.

2. The Implementation of English Vocabulary by The Teacher.

Implementation was the way of teacher to use the strategies to the students. implementation mean the teacher used some strategies and implemented it in the class. based on the observation on November 2019, the researcher found how the teacher implementing the strategies to the students.

a. Explanation.

The teacher used explanation to give information to the students with applying media that was picture that stucked on the whiteboard. based on the observation on Friday 15th November 2019 teacher explained about

the topic “TIME”, when the teacher said “what time is it?” the student will be answered “it is 5 o’clock” every explanation the teacher given was also along with the question and answer from the students., the teacher also asked another question such as “is it time for math?” the students will answer “yes it is”.

b. Translation

In translating the meaning of the words, the teacher used directly and indirectly. The teacher used two languages that are English and Indonesia. Based on the observation on Friday 1st November 2019 the teacher asked “waktu dalam Bahasa Inggris apa?” the students answered “Clock” the teacher “Clock apa Time?” the students “Time”.

c. Presentation

Presentation was the best way to bring a new word into the classroom. the teacher used media such as video with projector and power point. Based on the observation on Friday 22nd November 2019 the teacher displayed some picture with projector and played a video by showing the time and activities carried out. The example “it is 6 o’clock, it is time for breakfast” and continued the teacher engaged the student to repeat the word what teacher say out loud. Based on the interview with Mrs. Lia on Tuesday 26th 2019 *”kemudian menggunakan strategi presentasi, presentasinya bukan hanya anak-anak yang presentasi, saya juga presentasi dengan menggunakan media, bisa menggunakan media,*

bisa menggunakan apa namanya itu, errr video, ppt ya power point, juga menggunakan audio, jadi itu supaya anak-anak itu ngga bosan”.

d. Memorization

Memorize the word was the other strategies to improve the student's vocabulary. Based on the observation on Friday 15th November 2019, the teacher played audio visual about number to make it easier for students to understand about number and time. the students spelled out the number from one to twenty together and afterward students recalled the numbers that have been spoken and returned to utter a loud voice.

3. The problem that Faced by the Teacher in Teaching English Vocabulary.

Based on the observation and interview, there are two factors that make the problem when the teaching vocabulary. That are internal and external.

a. Internal

Internal problem known as the problem from the teacher herself. The are some problems that the teacher has.

- 1) The teacher was not fluent in English. Sometimes the teacher had problem to speak in English, the teacher felt that what she said is not in accordance with what is heard in English audio so that made the teacher repeated English words to make the students eased to understand English vocabulary. On the other

hand, based on the interview with Mrs. Lia on Tuesday 26th November 2019 *“kalo dari saya sendiri ya, yang rasakan saya ini punya apa anamanya, kalo tidak menggunakan Bahasa Inggris yang fasih, itu saya menyadari, ada kata-kata yang seharusnya pengucapannya ini, tapi kok ketika saya ucapkan kok, rasanya aneh gitu ya, ya berbeda jadi biasanya gitu, apa, saya harus mempelajarinya dulu, saya dengarkan dulu bagaimana bunyinya”*

- 2) The teacher was not confident in speaking English. Based on observation the researcher found that the teacher sometimes miss-spoken when she spoke English, the teacher felt unconfident to speak to students. Based on the interview with Mrs. Lia *“saya itu kurang percaya diri, tapi karena itu memang sudah keharusan saya mengajar ya jadi saya berusaha maksimal lah, kadang-kadang untuk menutupinya saya gunakan audio, jadi mereka dengar sendiri ya seperti itu, bagaimana, sambil juga saya terus berlatih, saya juga belajar, itu kekurangannya itu, dari SDM saya sendiri lah”*. (Interviewd on Tuesday 26th November 2019)

- 3) The teacher did not hear what students said in the back seat. This is the mostly problem what teacher had in the class, based on the observation the researcher found that some students in the back seat handed up to ask a question but the teacher did not

paid attention to the students, this is happened during the discussion section about the topic.

b. External

External problem known as problem from students, the environment of the class or the facilities of the school. the researcher found some problem from the external, those are:

- 1) The student. The problem from student mostly being problematic for teacher, the students have different characteristics so that the students have more than one problem in learning process.
- 2) The environment of the class. The environment of the class also had a big influence for the student to learn, if there was any a smart student, the rest of the students will also can be a smart student, but if there was no a smart student, usually there be affected to other students. based on the observation the researcher found that one or two students sometimes did not pay attention during lesson especially the student seat at the back, they usually played and chatted to her or his friend when they lost focusing on learning.

- 3) The facilities of the school. The facility of the school especially the place or room to learn English has a lower facility. Based on the interview with Mrs. Lia on Tuesday 26th November 2019 *“menurut saya, kita perlu lab bahasanya, itu kita kurang, ini, kurang memadai”*

C. Discussion

In this part presented the discussion of the finding description. There were three problems proposed in this study, the discussion focused on the three problems. The first discussion is the strategies used by teacher. the second discussion is about the implementation by the teacher and the third is about the problem faced by the teacher in teaching English vocabulary.

1. Teacher's English Vocabulary Strategies.

- a. The material used by the teacher in teaching English vocabulary.

According to Hardjono (1998, p. 93) there are some function of instruction material, those are as the medium of information, to stimulate the student's interest, to develop the student's ability, and to illustrate the things to the students. teacher has responsibility in the choosing the material. Before choosing the right material, they are supposed to consider the factor especially for the suitability of their class.

There were some materials that the teacher used in teaching English vocabulary in SDN Percobaan Palangka Raya that is TIME. The main topic was about TIME but the teacher defined it in two subtopics: Physical education and Home activities. The used of the material

occupied to the important curriculum in the school, which should prepare the material and the implementation to achieve the target of the learning.

b. Media used by the teacher in teaching English vocabulary

Based on the observation at SDN Percobaan Palangka Raya, the researcher found that the used of media by the teacher. the media that used by teacher are real thing, video/audio visual, picture, power point, and student English book.

The researcher thoughts that the used of media was very important to teacher in teaching English vocabulary. The used of media helped the teacher to convey the topic or material in the class beside the using of main book. It also helped the students to more understand and felt interest when they learned English vocabulary. The teacher can also combine the main book and the media to ease them taught to the students. Brown (1977, p. 2-3) defines media as the tools or the physical things used by the teacher to facilitate the instruction. The using media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in teaching and learning process.

c. The strategies used by teacher in teaching English vocabulary.

The strategies used by teacher were so various, there are some strategies that are explanation, translation, presentation, and memorization. The used of the strategies depend on the topic or subtopic that the teacher taught at that time. Harmer (1991, p. 161) suggest some

strategies that teacher can use to help their students practice vocabulary, they are: a) translation, b) presentation, c) explanation, d) contrast, e) mime, action and gesture, f) realia, g) enumeration.

Based on the theory of the strategies of teaching vocabulary above are involved with of supporting the teacher in teaching and also for student's vocabulary. the researcher thinks that the used of strategies above in teaching English vocabulary is very important, because it helped the teacher to convey the material to the students easily in many ways, the teacher did not need to write every topic on the whiteboard, also the teacher did not need to speak all the time and make the students got bored and in minute they lost concentration of learning, and also for the students it makes them more active than the teacher in the class., felt enjoyable, interest in learning especially English vocabulary, the student will have the improvement to master the vocabulary.

2. The Implementation of English Vocabulary by The Teacher.

According to Freire (1970) implementation was the action that must follow any preliminary thinking in order for something to actually happen. In conducting teaching-learning process, the power of teachers and students must be equal. They shared materials to be constructed and result in the form of knowledge.

Based on the observation was done by the researcher, there were some strategies implemented by the teacher in teaching English vocabulary at SDN

Percobaan Palangka Raya, the implementation of the strategies are explanation, translation, presentation, and memorization.

From the implemented of presentation strategies, most of the strategies used are presentation, presentation is commonly used by teacher in giving lesson to students. based on the observation, the researcher found that the teacher displayed a lot of pictures in power point and videos or audio visual which is can help students in learning and will increase students understanding rather than the teacher just explained in front of students.

The implementing of explanation, based on the observation on Friday 15th November, the teacher explained the material which previously the teacher has displayed pictures in power point or videos to students. this strategy is very good to use because beside the teacher can provide information about the material on the other side it also helped students to comprehend if colleagued with video or picture.

The implementing of translation, based on the observation on Friday 1st November 2019, the implementation of translation was the teacher asked “apa Bahasa Inggrisnya waktu?” the students answer “clock and time” then the teacher asked “clock or time?” the students answer time”. here it is seen that the teacher invited students to answer the question and it interpreted into English by students itself, the researcher thinks this implementation is good to apply because students look more active in English vocabulary learning.

The implementation of memorization, based on the observation on Friday 15th November 2019, the teacher played a video about numbers, then the

teacher invited students to participate in spelling and memorizing numbers 1 to 20, the researcher agreed the implementation of memorization was very important for students at SDN Percobaan Palangka Raya, because the students responses in memorizing numbers were very high and also because the interest of students in video or audio visual made them excited in memorizing the numbers.

According to Johnson (1982) in Harmer (1991, p. 66) encouraging the student into immediate production (throwing them in at the deep end), you turn the produce on its head. The teacher can now see if and where students are having problems during this presentation or practice as and when necessary after the production phrase is over. It concluded that the used of Presentation strategy was commonly and effectively used by the teacher in teaching English Vocabulary because most all of the times the used presentation could not be separated from teaching English especially taught the young learner at the third-grade.

3. The problem that Faced by the Teacher in Teaching English Vocabulary.

Based on the observation was done by the researcher, there were some problems faced by the teacher in implementing of the strategies at the third-grade SDN Percobaan Palangka Raya. The problem derived in two aspects: internal and external.

The internal problem derived from the teacher, the teacher had problem in fluent speaking English and felt unconfident to speak English to students,

what the teacher said is sometimes incompatible with what the native speaker said. Harmer (1996, p. 154) said that “teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary instruction and at times don’t know where to begin to form an instructional emphasis on word learning”.

The external problem derived from students, environment of the class and the facility of the school. the problem from the students derived from their characteristic, the students have different characteristic, they have more than one problem in learning process, so one strategy is not always suit to all students to learn. The problem from the environment of class is also has a big impact to the students, sometimes one or two students do not pay attention during lesson especially the student seat at the back, they usually play and chat to their seatmate when they lost focusing on learning. And the last is the problem from the facility of the class, this problem derived from the low facility of the language room to student to learn English especially vocabulary, the language room was inadequate so the teacher and students did not used the language room properly.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions related to what the researcher analyzed and discussed.

A. Conclusion

Based on the data finding gathered by the researcher in SDN Percobaan Palangka Raya especially at the third-grade students in academic year 2019/2020, there the conclusion of three problems:

1. The first is the strategies used by the teacher:
 - a. There are some strategies used by the teacher to teach English vocabulary, the strategies are presentation, explanation, translation, and memorization.
 - b. The media used by the teacher are real thing, video or audio visual, picture, power point, and student English book.
 - c. The material that the teacher taught is about TIME in which had two subtopics that were Physical education and Home activities.
2. The second was the implementation of the strategies by the teacher:
 - a. The implementation of explanation that was the teacher giving such an information about topic that she taught and giving many information about the topic “TIME” to the students.
 - b. The implementation of presentation strategies that was the teacher displayed a lot of pictures in power point and videos or audio visual

which is can help students in learning and will increase students understanding.

- c. The implementation of translation that was the teacher used two languages in translating the word to the students that are English and Indonesia. The teacher said in English the word and after that translated it to Indonesia if the student didn't understand the word.
 - d. The implementation of memorization that was the teacher help the student learned the English vocabulary, the teacher motivated the students to memorize every word that they learned. the teacher will help the students to memorize the words with the help of video and books.
3. The third was about the problem faced by the teacher in teaching English vocabulary. The problem derived into two problems internal and external.
- a. The internal problem derived from teacher herself.
 1. The teacher was not fluent in English the teacher felt that what she said is not in accordance with what is heard in English audio.
 2. The teacher was not confident in speaking English sometimes the teacher miss-spoken to speak that make her felt unconfident.
 3. The teacher did not hear what students said in the back seat.
 - b. The external problem derived from the student, the environment of the class and the facility of the school.

1. From the students, the students have different characteristics so that the students have more than one problem in learning process.
2. From the environment of the class, this problem comes from the student that usually did not pay attention during lesson especially the student seat at the back, they usually played and chatted to her or his friend when they lost focusing on learning.
3. The facility of the school especially the place or room to learn English has a low facility.

Based on the description above, the teacher used various strategies to teach English vocabulary to young learner at the third-grade SDN Percobaan Palangka Raya, the strategies flexibly to use by the teacher in some condition of the class, the more strategies used by the teacher will not make the student get bored.

In short, the used of the strategies is very important for the teacher, the strategies could help the teacher to teach English vocabulary in many ways and techniques. Beside to ease the teacher, it also helped the student to learn English vocabulary in many ways and will increase their knowledge about vocabulary.

B. Suggestion

Based on the result of the finding description above, the researcher would like to give some suggestion to the following people:

1. For English teacher

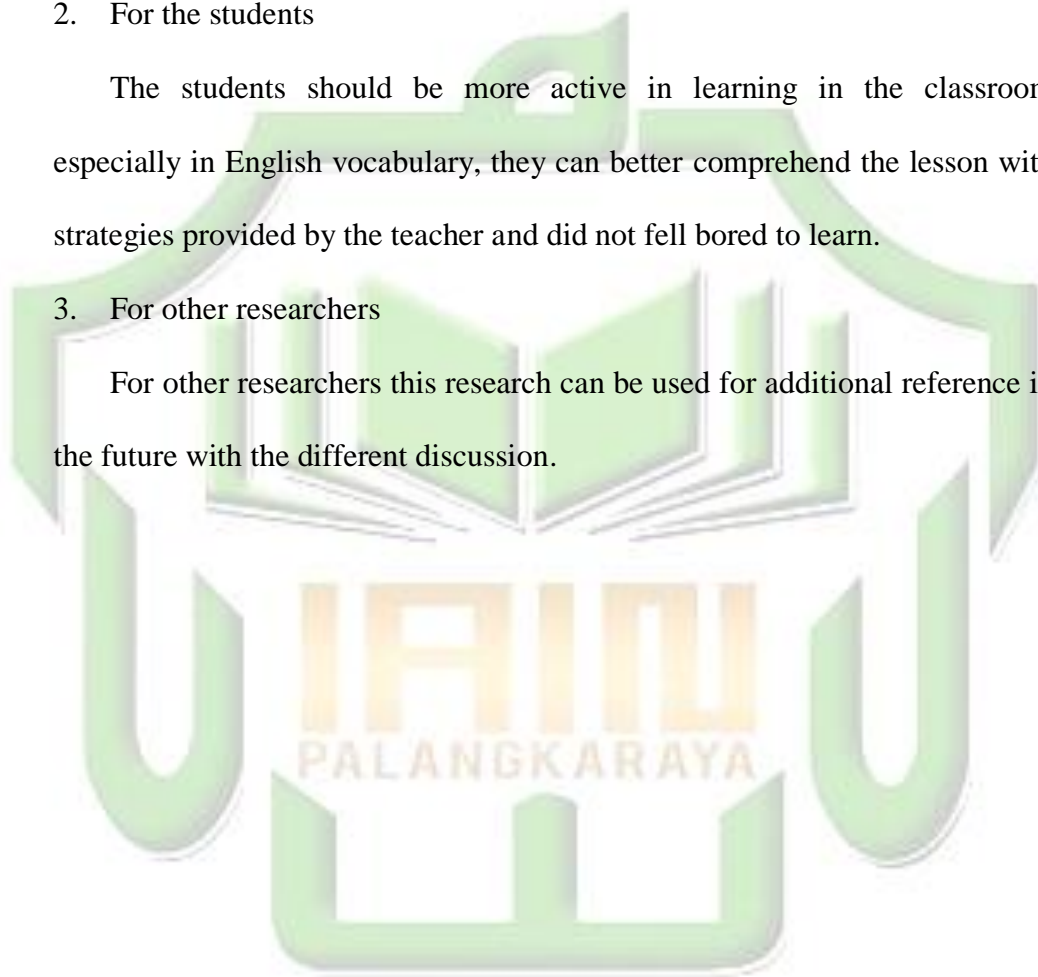
The teacher should give various strategies in teaching English especially vocabulary to students, because each student had different characteristic in comprehension, creativity, and ability.

2. For the students

The students should be more active in learning in the classroom especially in English vocabulary, they can better comprehend the lesson with strategies provided by the teacher and did not feel bored to learn.

3. For other researchers

For other researchers this research can be used for additional reference in the future with the different discussion.





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