CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the result of the study based on the problem stated in Chapter I. It also deals with the analysis interpretation of the data which were obtained from of questionnaire, interview observation and documentation. Then, the researcher discusses about technique of teaching vocabulary, how those techniques were applied, and the effectiveness of those techniques descriptively. It is also presented in the form of procedural texts.

A. Research Findings

1. Techniques of teaching English vocabulary at SD Plus Darul Ulum.

Based on the result of questionnaire, interview and observation, the researcher got some data about the techniques used by the teacher in teaching vocabulary. The teacher used at least 6 techniques in teaching vocabulary. They were vocabulary networks, guess the word, guess the picture, magic box and sing a song, a very long sentence (continuing story), and games (bingo, matching word and picture, acting word, asking the right questions, crossword, hangman, and running dictation).

From the techniques above, guessing picture and guessing word using various activities are often used by teacher to teach vocabulary to fourth and fifth grade. Based on the observation, all meetings used those techniques in

different ways and activities. For games, crossword is the newest techniques used and the students were interesting about it. Besides, matching word and picture also became an exciting activity.

2. The activity of vocabulary teaching techniques in the fourth and fifth grade students of SD Plus Darul Ulum.

Based on the result of observation, the writer got data about the using of vocabulary teaching techniques at fourth and fifth grade students of SD Plus Darul Ulum. The detailed uses of those techniques were described as follow:

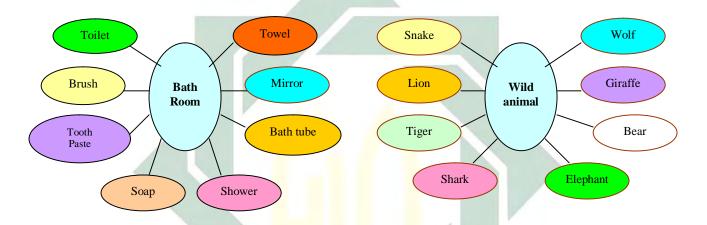
a. Vocabulary networks

During the observation, the researcher found that the teacher of in the fourth class used vocabulary networks two times, in the first meeting (topic: things around the house) and the second meeting (topic: Animals). The procedure and activities as follow:

- Teacher tells the story of the picture given. Then, she/he explains by asking the things around the certain room at the house to the students.
- Students are able to mention and understand all the things around the house and kinds of animals.
- Teacher writes the topic in the middle circle in English, and draws eight legs of spider because one of the activities today is making spider word/mind mapping.

- Teacher asks each child to put a word in the middle (related to the topic have learned before) on the eight bottom lines of each of the outer circles.
- Students begin to draw. Who have finished, submitted to the teacher and it will be checked.

The spider words as follow:



b. Guess the Words

Based on observation, guess the words often used by the teacher of fourth and fifth class. Almost every meeting, this technique is used in various activities. In the fourth class, teacher gives the activity of making a search word task. The procedure and activities as follow:

- Teacher give out the copies of blank search word paper
- Teacher explain what to do
- Students work in pair
- Students try to fill the blank column with words they like and their friends will search what words it is

Meanwhile, in the fifth class, the teacher uses guess the words by the topic: season. The procedure and activities as follow:

- Teacher give the characteristics of a certain season
- Students guess what a season it is
- Teacher stand in front of class and start to give clues
- Students try to answer

c. Guessing Picture / Realia (Real Object) / Flashcard / Puppets

Teacher of fourth grade teach vocabulary by using flashcard. Here, teacher asks certain flashcard and students guess what the picture it is. The procedure and activities of making flashcards in the first meeting at fourth class as follow:

- Teacher give out the copies of pictures, related to the topic today
- Teacher ask to make flashcards as well as their creativity
- Teacher prepares the tools for making flashcard; scissors, glue, and Pencil colours/ crayon.
- Students try to make their best colourful flashcards
- Students cut the picture and it's name, put it into colourful paper
- Students use their flashcards to learn more about things around the house with teacher.
- See in flashcard below. This is result of activity above:









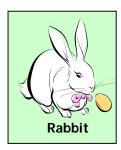
Meanwhile, in the second meeting, the procedure and activities making flashcard by the topic: animals as follow:

- Teacher presents the wild and farm animals by showing them some pictures in a big vocabulary book
- Students try to guess some pictures pointed by teacher in a target language
- Students have to be able to answer correctly including meaning, spelling and pronunciations.

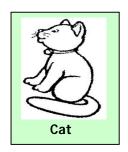
Activities:

- Teacher brings students to classify which animals include wild animals or farm animals
- Students mention animals as much as they know and teacher will be classify them by her fingers (left hand for wild animals and right hand for farm animals)
- Then, teacher asks to the students to make a flashcards or make a word search.
- They may choose one of them.
- In the last session, teacher uses flashcards to remind them and used for kinds of activity.



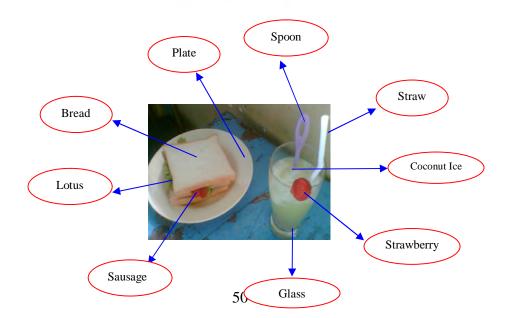






The teacher of fifth grade also uses guessing the real object in the first meeting of observation. The procedure and activities are:

- Teacher explains the procedural text to students and show them the steps how to cook something or use something by using certain language use: list of ingredients, steps; first, second, next, then, finally....etc.
- Students try to practice the materials have learned by making easy foods (sandwich) and drinks (considered that they are easy to make and get the ingredients)
- They present list of ingredients and the tools they used (focus on vocabulary) and show to their friends the steps how to make sandwich as well as their versions in front of class. Students are divided into 7 groups which contain of four or three students. Each group presents list of ingredients and the steps (procedure) how to make their foods and drinks
- In the end, teacher shows to the class and asks them such things (vocabulary) related about that foods and drinks



In the third meeting of observation in the fifth class, the teacher uses "guessing picture" in teaching vocabulary, as follow:

• Teacher draws a picture of certain season and they guess what a season it is

What season is it?

What season is it?



It's rainy season



It's cloudy season

d. Singing a song

- Teacher gives song that is related to the topic of season in the fifth grade. It's used to attract their motivation. The activities as follow:
- Teacher and students sing songs.

Rainbow	If You're Happy
Oh Rainbow Oh Rainbow	If you're happy and you know it
How beautiful you are	Clap your hands2x
Red, yellow, and green	
In the high blue sky	If you're happy and you know it
Your creator is a God	and you're really want to show it
I wonder who you are	If you're happy and you know it
Oh Rainbow 2xyour creator is a God	Clap your hands!!!

To support teaching and learning process, teacher also use some games for warming up before starting the lessons or to improve students interest and motivate them in order to get successful teaching and learning in a class. Here some games that used by teacher in fourth and fifth grade students of SD Plus Darul Ulum and its activities.

e. Hang-man

Based on the observation, teacher gives words to be guessed by the students of fifth grade in the second meeting. For example of the activity: the teacher gives a word consist of 4 letters and the teacher say "animals" usually used for fishing as the clue, the students guess the words if one of the students could answer, they get the score, after that the students write the answer in front of class. Such as, the teacher gives 1 word example:

"____ " (WORN) So the students guess one by one the words. Most students hoped to be involved in activities. The students are very enthusiastic and very happy.

f. Running Dictation

In the third meeting, the teacher of fifth grade uses games to remind the students some words in the sentences. It is named running dictation. The activities are:

- Teacher divides students into four big groups by counting 1 up to 4. Each group consists of six students
- Teacher gives the procedure of games, and appointed one person to be a secretary in each group

- Teacher give some sentences out side the class and the member of groups have to look at what the sentences are and ask the secretary to write down on the paper. The group who finish fastest to guess the sentences correctly, it's the winner. This game needs a good energy because students have to run to get the fastest.
- The sentences are related to the topic what are learning today:

The first season is spring, the weather is warm

The second season is summer, the weather is hot

In the dry season, the sun shines brightly all day

Indonesia has two season, they are the wet season and dry season

g. Guess who (someone's profession)

Beside running dictation, teacher uses "guess who" to attract students' interest.

- Teacher divides students into two big groups, named the eagle and the thunder.
 One of member of group sits in front of class.
- Teacher show the flashcard of job professions or write it on the white board to get the word suitable to see behind the player and give opening clues
- Student has to answer the word by asking something to their friends three times. If the clues are considered right, they say yes and no for the clues that is considered wrong. More than three times, means she/he lose.
- One student who gets word correctly, their group get the score.

• Teacher's clues : "Water" FISHERMAN

S : Apakah dia mencari ikan?

SS: Yes

S: Fisherman

• Teacher's clues : "Uniform" TEACHER

S: Apakah dia bekerja di perusahaan?

SS: no

S : Apakah dia bekerja di sekolah?

SS : Yes S: Teacher





3. The effectiveness of techniques used by the teacher in teaching vocabulary.

Based on the result of data analysis, it was found that the effectiveness of vocabulary teaching techniques used by teacher at fourth and fifth grade is based on students respond and how teachers used those techniques including the media which they used to teach vocabulary.

From the result of interview, teacher of fourth grade said that most of students of fourth class are motivated and are enthusiastic in studying English. This is because the way of teacher that is able to facilitate them effectively. Meanwhile, teacher of fifth grade said that the students of fifth class are smart and have a good motivation in studying English and other subjects. They also join in some English course or private course.

Besides, according to the teacher opinion from the result of interview, both the teacher of fourth and fifth grade said that they have to teach english with joyfull learning to motivate students. Especially to fourth grade students, they will enjoy learning vocabulary using fun games. But in their grade, they got limited games activity because they have to learn other materials instead of vocabulary. Teacher uses games to warm up and motivate them at the end of the lessons. Based on finding above, it can be described that the students will be motivated more by using some joyfull activities in learning vocabulary. Teacher must be able to facilitate them because most of them have a good capability.

Some problems are also faced by teacher in the process of teaching and learning vocabulary. Based on result of interview, the main problem in teaching new vocabulary in the fourth class is, students were difficulty to spell and pronounce some new words, for example "book" and "blood", they have double vocal "oo" but have different way to sound them.

However, most of the students of fifth grade have a good motivation in learning English, but some of them lost their attention in the middle of the learning process that made the class can not be managed well. They do not want to pay attention and ignored the lessons. Teacher tries to overcome this situation, but in a few minutes, they do the same things. Teacher always reminds and warns them and gave them the punishment.

Based on the result of interview with teacher of fourth class, the students are interested on the newest technique, games and its activities. One of them is

crossword. Most students seem curious to do this activity. It is very effective in improving their curiosity. Meanwhile, most students of fifth grade are enthusiastic in guessing some words using various activities. It is effective to warm up them when they lost their interest in the middle of teaching and learning process. Besides, the media that is used was easy to get, such as: picture, flashcard, big book, etc.

Based on the result of observation, most technique of teaching vocabulary used in fifth grade is guessing words by using real objects, pictures, and flashcards. Most of the students were enthusiastic to guess some things appointed by teacher. Teacher of fourth grade also uses "guessing some pictures" as her techniques to introduce some new vocabularies. It is very effective to recall their schemata to guess the words in the target language. From the finding research above, can be described that guess words/picture/real object/flashcard/who (someone's profession) is effective to be used in various activities.

The effectiveness of some techniques is also supported by media used by teacher of fourth and fifth grade. Here, the teacher used picture book, realia / real object, flashcard, colour pencils, scissor, glue, photocopiable sheets, and some relevant media.

Vocabulary network is effective enough to teach vocabulary, but it will be less effective when they know little references of words. It will be more effective when it is used to help them classify group words. Next technique is

Magic box. It is effective to follow up the previous lessons and singing a song is also effective to attract students' attention. Actually, singing a song is more effective to teach pronunciation by using appropriate song.

B. DISCUSSIONS

Based on the research finding above, the techniques of teaching English vocabulary to fourth and fifth grade students of SD Plus Darul Ulum were vocabulary networks, guess the word, guess the picture, magic box, sing a song, a very long sentence (continuing story), and games. For games, there were bingo, matching word and picture, acting word, asking the right questions, crossword, hangman, and running dictation.

Vocabulary network or words map is used to the fourth class. It is one of important way to help students gaining some new vocabularies, encouraging them to produce vocabulary that the teacher models. The teacher and students work together to build up some words on the blackboard or paper sheet as a visual framework of connections between idea. As Penny Ur said that this activity is included brainstorming an idea. It is mainly for revising words the class has already known, but new one may be introduced because the circle of associated items is a meaningful context for the learning of new vocabulary. 60

⁶⁰ Penny Ur, A Course In Language Teaching; Practice And Theory, (Cambridge: University Press, 1966), p.68

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In this technique, teacher gave main topic for them. It is called by spider word. This activity is sometimes used to show words group and the students try to classify them. It makes the students try to remember some of the many words they know. It will be more effective if it is done in group or pairs because every student can learn some new words from their peers.⁶¹

Next technique is guessing the word. It is used for fourth and fifth grade. Teacher gave the characteristics of a certain clues and students tried to answer what the word is. It would be very difficult for students when they missed some words that they have learned before. Like otherwise, they have to know well the words before they make search words. In the other hand, this activity will gain students curiosity to find the words. Meanwhile, guessing picture is also one of best techniques in teaching vocabulary. This study is relevant to Harmer theory that picture can be used to explain the meaning of vocabulary items⁶².

This technique is also relevant to the age of fifth grade of elementary school because students in this age are easy. The benefit of the techniques is that the students are motivated to learn some new vocabularies and they were very enthusiastic in defining the meaning of the picture. It is supported by Nation the theory that the meaning of a word will be best expressed by a diagram or picture. ⁶³

Longman, 2004), p.236

⁶²Jeremy Harmer, *The Practice of English Language Teaching*, op.cit, p.237

⁶³ I.S.P. Nation, *Learning Vocabulary In Another Language*, Fourth printing, (Victoria University of Wellington: Cambridge University Press, 2003), p.304

Word cards provide an opportunity for learners to focus on the underlying concept of a word that runs through its various related uses. Learning from word cards is a way of quickly increasing vocabulary size through focused intentional learning. By using word cards or flashcards, students of fourth class paid attention to word of word, included its spelling, pronunciation, the way they are stressed, and its contextual meaning.⁶⁴

Based on the result of observation, guessing words using real objects, pictures, and flashcards and guessing pictures are often used by teacher to teach vocabulary because most students are very enthusiastic to guess the words or pictures. The media that is used to support this technique is also easy to get. This technique is effective to be done in various activities.

Singing a song is used by the teacher to teach vocabulary to make students more enjoyable. It is relevant to Harmer theory that singing a song can be used to reinforce language pattern covered spelling, pronunciation, and grammar which have already learned. Here, the teacher sings Indonesia song and translated it into English. The students are hoped to be able to guess some new words by themself. They were very enthusiastic, even though they were difficult listening the voice, but they knew well about its lyrics. Based on observation, this technique is not effective enough for learning vocabulary because it just for refresh the students. There is no specific aim of teaching vocabulary.

⁶⁴ ibid,p. 302

Magic Box is used to enrich students' vocabulary before starting the lessons in the next meeting. It encouraged them to find some words as the topic given. This technique is effective to enrich students' interest outside the class, and teacher will follow up in next meeting. While, the technique of continuing story is similar to a very long sentence. Here, the teacher start to say sentence and the students must continue it. Both magic box and continuing story were used in fourth grade, but continuing story was hard to apply because it needs a good preparation. It also spend much time.

In games (bingo) the teacher gives words to be guessed by the student that is relevant to guidance book. It encourages the students to study English easier. This is relevant to Kasihani theory in Irma that games (bingo) have a vital part of a teacher's equipment. Not only for the language practice they provide, but also for the therapeutic effect they have⁶⁵.

As said above, a fun game is important part of the lesson because a play is the essential nature of the child. There are many possibilities for adapting games that we can find. The teachers should not forget the values of games and fun activities in the lessons. It was very appreciated by the learners. This is relevant to Scott and Ytreberg theory that one of characteristic of young learners is they like playing and joyful learning.⁶⁶

⁶⁵ Irma Suryani, *A Study On The Techniques Of Teaching English Vocabulary*, Unpublished Thesis h 39

⁶⁶ Scott and Ytreberg, *Teaching English to Children*. (New York: Longman, 1990), h.1

Matching word and picture and acting word were often used in both fourth and fifth class by using various games and was supported by picture book and flashcard. But, no significant media were used in fifth grade. Meanwhile, students of fourth grade were very enthusiastic in learning new vocabularies by using kinds of picture and activities. They were active to guess some words based on the pictures are given.

Beside, doing crossword is also the best way to learn vocabulary. Here, students try to search word by themself in a random words given. This is used to learn about spelling because they have to know how to spell the words. Most students show their curiosity in doing this activity. It is very effective in improving their curiosity.

In asking the right question, the teacher gives some questions and students will answer. It is relevant with the age of fourth and fifth grade of elementary school. This study was supported by Harmer theory that this technique suitable for all levels. It was to make students memorize the vocabulary easily.⁶⁷

Hangman is also one of the technique used for learning spelling used by the teacher of fifth grade. According to theory of Penny Ur, students have to know what a word sounds like (its pronounciation) and what it looks like (its spelling) in teaching foreign language, especially English. These are fairly obvious characteristic that the students are able to face a problem when encountering the

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⁶⁷ Jeremy Harmer, *The Practice of English Language Teaching*, h.78

item for first time. So, teacher need to make sure that both these aspects are accurately presented and learned in teaching english vocabulary.⁶⁸

Penny also presented an effective practice activity of teaching spelling. Teacher writes a set of ten words with problematic spelling, scattered over the board. Students are given a minute to look at them and review their spelling. Then. Teacher announces that she/he is going to erase one of them, and students have to write down its spelling. If they say they can not remember what it was, teacher repeat it orally. Then, they compared their result with each other, helping each other to correct wherever necessary. At the end of the activity, teacher rewrote the original words on the board for a final check. Other variations on this activity is, teacher may erases all the words and asks students in pairs or small groups trying to recall as many of them as they can or they are asked to find similarities between the spelling of two or more words in group.⁶⁹

Another game is running dictation that is used in fifth grade. It is used to motivate the students to learn lessons deeper. It was not effective pactice activity because the condition of class could not be managed well. Moreover, it was used to exercise their spelling and pronounciation into writing context.

All the activities reflect the level of the learners, their age and their abilities. Based on study above, it can be concluded that students were enthusiastic in learning vocabulary by using picture or real object and to be more attractive in

⁶⁸ Penny Ur, A Course In Language Teaching; Practice And Theory, (Cambridge: University

Press, 1966), h.60

learning vocabulary. Besides, vocabulary network (word maps) is effective to remember some of the many words they know and able to category some words. Games activity is also best used to motivate the students to be more active.

Teachers always have to consider that in each class there are many children and some of them have disabilities in learning vocabulary with different problems. So, the teachers should try to use English in the classes as much as possible and hopefully students' reactions in English too, of course if possible. Teachers have to admit that it needs a lot of fun activities to teach these children. The capability of teacher to teach vocabulary also becomes the main point to determine whether the technique that she/he used is effective or not.