

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Kind of Vocabulary Instruction Which Teachers Used in The Classroom

The researcher used observation and interview technique to describe what kind of vocabulary instruction in FFI which is used in the English lesson. The observation itself was divided into three class the seventh, eighth, and ninth grade. The eighth and ninth were observed in the first week and the seventh grade was observed in the second week. The observation in the first week has done on 19th and 20th July 2019. Then, the seventh grade was conducted on 23rd July 2019.

Fortunately, the eighth and ninth grade was taught by the same teacher but the data will be analyzed into two grade. The interview itself was conducted on 19th July 2019 for the eighth and ninth grade teacher and the second interview was conducted on 21st July 2019 for the seventh-grade teacher. To make the description easier the researcher will write teacher A for seventh-grade teacher and teacher B for the eighth and ninth teacher.

The first interview for teacher B was conducted at school guest room and the second interview was conducted at "Rumah Pintar HSS (SEHATI)" in Kandangan, Hulu Sungai Selatan where the teacher A office outside the school. The interviews take about twenty to thirty minutes. The observation focused on the teacher teaching

vocabulary or expression, how the teacher explains it, how the teacher explains the meaning of the context.

The first observation was conducted on 19th July 2019 on IX B class. Teacher B opened the lesson as usual by recited Bismillah and Do'a before started the lesson, before entered the lesson the teacher asked the student what will they said when someone wins something to hooked the student to the topic. This technique quite good to draw student attention before the lesson as pre-activity. By doing this the student could imagine and relate what kind of the context that will be learned.

After that teacher B started the lesson by giving student expression about congratulations. Then teacher B explained how to spell it and how the expression takes place in the communicative activity. Teacher B using the repetition technique after all the expression is taught. Teacher B also give simple example dialogue about congratulation expression and ask several students to read the dialogue in front of the class. After the student understands about the congratulations expression teacher B divide the student in pair to make simple dialog.

In the while activity, the student makes their own dialogue with their pair. While the student worked with their dialog teacher B checked each group to make sure the student understood and completed the target of the study. Teacher B also taught other vocabulary and explain more the expression depends on the student dialogue context. These activities so important in language teaching and learning, since real-life interaction so effectiveness in acquiring language just like when baby learning language by their parent interaction.

After the student finished their work with congratulations expression teacher B asked them to present their dialogue in front of the class. While this activity teacher B commented on the student dialogue and corrected their miss pronunciation. Teacher B not really focused on the dialogue structured when a student presented in front of the class, teacher B only give feedback on the communicative side. Considering this activity the teacher only using integrated vocabulary instruction since the learning activity only engages in communicative or conversation practice. Moreover, teacher B also give a lot of chance for the student processing the word through making a dialogue.

After those activities finished teacher B also completed the congratulation lesson by teaching them about complement expression. Which is related to the congratulation expression, in this part the teacher also did a similar activity as before. Teacher B explains how to use the complement and how to combine it with congratulation expression. After that teacher B repeats the same activity to make sure the student is able to combine the congratulation and complement expression in the conversation practice. The vocabulary learning itself happened a lot in pre-activity and the explanation through while activity and the rest is the dialogue make. There is no assessment especially like task-based on the post-activity.

The second observation was conducted on VIII B which is taught by teacher B. Firstly teacher B open the class with recited Basmallah and Do'a like another teacher. At the pre-activity teacher B also draw the student attentions with asked the students some question which related to the topic like in the previous class. The topic of this class was "Asking and Giving Opinion" teacher B asked the student "What do you

think about (student name)" after a student answer the question teacher B started to explain the topic to the students like previous class.

Teacher B also explained some words about personalities and appearances like "*kind, diligent, tall, slim and other*" teacher B also taught the student the antonym of those words. After the student understood the point of "Asking and Giving Opinion" teacher B divide the students into pair and asked them to make a short dialogue about the topic. In the while activity, the student making the dialogue with their friend teacher B checked and giving instruction to make sure the student make good dialogue. Teacher B also compared the Indonesian and English expression to help the student figure out the meaning of the topic.

At this point teacher B gave a lot of communicative feedback to make the student understand how to use the topic in communicative point of view, teacher B also taught other vocabularies which are related to the students' dialogue. This activity purposed to accustom the student to use their speaking skill. In this activity teacher B explain the differentiation of *House* and *Home*, teacher B clearly explain how the word *Home* means a place to live and word *House* refers to the building.

There was also no assessment section like task-based on the topic. The teaching and learning itself focused on understanding the meaning of the "Asking and Giving Opinion" expressions. The student is instructed to make dialogue freely with their friend.

The third observation was conducted at VIII A which is taught by teacher A. Teacher A open the class as usual, with recited Basmallah and Do'a. VII class is very

beginner class since the elementary did not teach English lesson. Firstly in pre-activity teacher A stick a big alphabet song with spelling poster on the whiteboard and asked them to write it on the notebook. After the students write the song on their notebook teacher A taught them how to sing the song.

These activities so important when teaching English for the young learner because the fun activity will encourage them to acquire language more than just task-based learning. Teacher A also emphasizes the alphabet spelling by repeat the singing activity. After singing activity finished teacher A introduce the greeting expression "*good morning, good afternoon and good evening*" teacher A also explain how to use the expression in conversation. In addition teacher A taught them a short conversation such as "*Good morning*" "*I am fine and you?*".

Teacher A left the last word blank which was for extending the expression option. The student will fill in the blank with a friend name or teacher name and practice those expressions with their friend. Which is increasing the development of student processing words. This activity eventually will help the students get used to speaking English. Teacher A also taught the students how different *Miss* which refers to the unmarried person and *Mrs.* refers to a married person this explanation related to the greeting expression. In the while activity teacher A ask the student to read the conversation that provided on the book. The student comes in front of the class in pair and reads aloud. The researcher concludes the teacher A really good at building students comprehension even with really beginner learner by giving them a short conversation then added supporting word.

Thus, all of the observation conducted in IX B, VIII B, and VII A overall teacher really emphasize the communicative point of the language by teaching with dialogue and expression in daily life. The teacher also did a lot of meaning feedback in learning progress. Moreover, the teacher also taught supporting word and some antonym or synonym which is a really good step in developing student vocabulary. Both of teacher basically did the same approach that using the integrated vocabulary instruction let the student make dialog about the topic.

The first interview was conducted at the school guest room on 19th July 2019 with teacher B, the interview result will be described in the paragraph. Teacher B usually did the usual technique while a teacher with writing the word and their meaning and asked the student to note it. Teacher B also did a lot of repetition because teacher B believe that language should be accustomed to. Teacher B said that the most difficulties come from vocabulary lack and miss context word because usually the student only searches word in dictionaries and put it into a sentence without understanding the context.

Teacher B usually give vocabulary or expression before the conversation or dialogue practice. In addition, teacher B only used the repetition technique when teaching and teacher B believe that technique is quite good and effective with the student in this school. In case that teacher B did not know about the vocabulary instruction the researcher simplify the interview, so the researcher explain the vocabulary instruction especially in FFI which is there are two approaches integrated and isolated. After that the researcher also explain that integrated approach is focused

on the meaning then the learning through communicative activity and isolated is focused on particular language feature.

Teacher B believes that always giving the supporting word and follow the student activity with brief explanation is effective. Moreover, the beginner class always meet a new word every different topic. The students really need a lot of context explanation and how to put the expression in conversation practice with making a dialogue. The teacher B also said that taught the synonyms also give a lot of impact to their student and increase the range the student dialogue.

Furthermore there are several aspect about the context which is quite important and should be more emphasized, teacher B also added for the higher class like eighth and ninth grade should be taught the context and relate the context with the Indonesia language. This action was purposed to make the student understand the context and are able to compare the Indonesian language to English context.

Teacher B also said that if there any possibility according to the topic which is taught the language form instead the meaning the teacher B will use the isolated approach which focused on particular language features. In addition, teacher B saw that integrated vocabulary instruction more time-consuming than isolated vocabulary instruction which is better if there a lot of aspects that could be taught at the same time. The researcher agrees with the teacher B statement that integrated vocabulary instruction more time-time consuming because the teacher should always follow the student activity with a lot of meaning feedback. On the other hand, isolated vocabulary

instruction will give more time that could be used to teach another aspect like grammar or tenses or more specifically into language form.

The second interview was conducted on 21st July 2019 in the teacher A office outside of the school. Teacher A interview result also will be described in the paragraph. Teacher A only uses repetition technique and write spelling with the meaning of the word. Teacher A does not have any special treatment when teaching vocabulary.

Teacher A said that student background is a difficulty when teaching word because the student input in this school is so various, the teacher probably hard to find the starting line to teach the word. Teacher A said the beginner class should be taught important or popular word first or high frequency word.

This point appeared when teacher A made the alphabet song poster with spelling below of the alphabet. Teacher A usually taught another aspect like synonym and other words related to the topic. Teacher A also did not know about the vocabulary instruction so the researcher simplify the interview like the previous interview with teacher B., In this case, teacher A said teaching seventh grade should be always followed by feedback that is because seventh grade does not really know about English language, so teacher A indirectly used the integrated vocabulary instruction.

Teacher A said that seventh grade cannot be taught many words at the same time because there is other vocabulary learning outside the class, in this school there a two type, of course a regular course and Pondok/Pesantren course, in the Pondok course there is a Grammar class which teaches the vocabulary and tense, so the teacher A

considering this factor and limit the vocabulary teaching. In addition, the grammar class in Pondok course also give a lot of advantages to the regular course. Teacher A said that most of the student already learned several simple expression and vocabulary in grammar class which is really helpful. Teacher A also admit that teaching English is not easy if the student forget the meaning of the words it will inhibit next lesson, this is why the teacher A often bring the poster or visual thing to the classroom in order to make the student not only acquired the meaning but also can see visually the object of the word. Thus, the interview result with teacher A which is using integrated vocabulary instruction because the beginner class should be followed by feedback in every activity.

2. The Implementation of Vocabulary Instruction in The Classroom

The finding of vocabulary instruction implementation data mostly acquired in the observation section but the researcher also asked about the implementation in the interview. Both teachers in this school used integrated vocabulary instruction by reason the beginner class needs a lot of feedback or explanation in vocabulary learning.

According to the observation, both teacher always checked student vocabulary comprehension by asking them and did the repetition technique. Both of the teachers also give other words which are related to the topic in order to make the student more understand the topic and the language scope of the topic. Mostly the student activity in this school is conversation practice, so the teacher should give a lot of explanation to construct the student conversation.

In the interview section especially teacher B said that the teacher should be beside the student while making the dialogue not only to check the progress but also giving more meaning of each word which they will be used in their dialogue. Teacher B also said that the implementation in the vocabulary instruction is conditional to the topic if there is any topic that makes possible to use the isolated vocabulary instruction teacher B will be used is and will be more focused into another aspect that cannot be taught while using integrated vocabulary instruction. Teacher A also said the same thing that vocabulary instruction is so conditional according to the topic and student vocabulary mastery. So both of the teacher agrees that the vocabulary instruction especially in *form-focus instruction* whether it is integrated or isolated it is conditional.

The researcher agrees with both teacher implementation because vocabulary instruction is so conditional moreover in the previous study both of vocabulary instruction provide their own benefits.

B. Discussion

A. Kind of Vocabulary Instruction Which Teachers Used in The Classroom

Vocabulary instruction is an approach to teach the word to the student. An approach means the teacher believe. There are two types of vocabulary instruction integrated and isolated. The researcher figure out the use of vocabulary instruction in several indication.

Characteristic	Integrated	Isolated
Focused	Meaning	Particular language features
Exposure	Receptive	Productive & Receptive

Based on the observation teacher B really emphasize vocabulary learning and speaking skill by the conversation practice and how the teacher B taught the expression to the students. Teacher B also taught the student miss pronounce for mostly Hulu Sungai Selatan people, especially for vowel words.

The main indication that teacher B using integrated vocabulary instruction is when teacher B explain there is differentiation among *Home* and *House* word, teacher B not only focused on one context, teacher B also gives another explanation or feedback which is really helpful for the student conversation practice.

Based on the observation teacher A really communicative while teaching in order to gain the students' attention. In addition, the really early English class really need a lot of feedback on the meaning side. Teacher A really focused on the spelling by writing simple spelling in Indonesian below the word. This technique purposed to reduce students miss-spelling.

According to File and Adams (2012:225) the isolated vocabulary instruction promoted the richer form of explanations and translation receptively and productively. On the other hand, the integrated vocabulary instruction only is given receptive

exposure and freedom to produce the word during communication activities this action affected the student depth of processing target word and sustained knowledge gains.

Teacher A also said that in early English learning is the main exposure is have to be only on the receptive way in case that the student cannot be taught a lot of thing in the same time. Furthermore the productive exposures is could be given within the communicative practices.

Based on the observations, considering the teacher action in the classroom at Ibnu Mas'ud Puteri Junior High School Kandangan. Both of the teachers which is teaching English actually did the integrated vocabulary instruction by teaching the student with the communicative feedback while the student activities.

According to Spada and Lightbown (2009:187) in the integrated approach, the learning focused in the meaning with feedback or brief explanation to make sure the student attain the meaning effectively and accurately in the communicative interaction. Considering the teacher action which asked the student to make dialogue which is related to the communicative interaction, make the vocabulary instruction is conducted in integrated way.

Moreover both of the teacher always giving the student explanation while the dialogue making activity especially explanation about the meaning and context which related to the students dialogue. Furthermore, both of teacher also emphasize only the meaning side rather than the language form, most of the teacher explanation is all about the meaning.

B. The Implementation of Vocabulary Instruction in The Classroom

The vocabulary instruction implementation is how the teacher uses the FFI vocabulary instruction in the class. Unfortunately when the researcher asked about the vocabulary instruction both of the teacher did not know about it, so the researcher simplifies the interview. According to Nagy (2005:7) vocabulary instruction is relatively not popular, this is why the teacher did not know about it.

However, the teacher knows how the implementation in the classroom without knowing the theory, after the researcher gives a brief explanation about the vocabulary instruction theory and type of it, both of the teachers described that the implementation of vocabulary instruction is so conditional.

Teacher A said that the implementation of vocabulary instruction really depended on the student background. Student background could be an obstacle when teaching vocabulary. The student with no English background needs a lot of feedback and instruction in order to keep them on topic. Teacher A said that isolated vocabulary instruction is not very effective in seventh-grade student because their main focus is only meaning.

According to Spada and Lightbown (2008:187) isolated approach is about teaching student into a particular language feature. Which mean the vocabulary that teacher teach only several items and isolated only for that topic, so teacher could another aspect like structures or grammar.

On the other hand, the integrated vocabulary instruction provides the focus explanation about the meaning, so the teacher will keep giving meaning feedback to

the student. According to the observation teacher B also did the same thing like teacher A by only giving the meaning feedback in class. This integrated approach fits well with the low vocabulary mastery student considering the implementation of the integrated vocabulary instruction in the VII B, teacher B only explain the meaning of each item that student found in the text.

More depth in the implementation of vocabulary instruction, teacher B and A said they can taught grammar instantly because the student in this school are not really understand about the language form. Furthermore, teacher B which taught higher class than teacher A said that it is hard to teach student if they are not really familiar with English language. According to Spada and Lightbown (2008:196) integrated approach is more effective dealing with complex language and the rule which is difficult to describe.

Teacher in this school indirectly considered this factors which is hard to teach the language if the student is did not understand the language form or the language is too complex and difficult to student noticed. So, the teacher in this school choose the right approach to conduct in this school.

Teacher B also believe the best way to learn language is learn through communicative activity which mean learn the language in tem how to use the language itself. Teacher A also confirmed that dialogue is the best media to be observed by the student in order to make the student understand how the meaning delivered in English language. According to Spada and Lightbown (2008:197-198) the communicative value is one of consideration in using the integrated approach. The main idea of

integrated approach is to ensure the student understand how to use the language in tool of delivering the information, idea, message or simply meaning. In this point the teacher in this school figure out that the language more effective if taught through communicative activity like dialogue making.

Thus the implementation of the FFI vocabulary instruction the teaching and learning itself conducted in integrated approach which focused on the meaning side and about the communicative activity like the teacher asked the student to make a dialogue and read it in front of the class.