

**LEARNING ENGLISH VOCABULARY THROUGH ACTIVE  
WAYS USED IN YOUNG LEARNERS' CLASSROOM  
ACTIVITIES**

**THESIS**

**By:**

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**ANTASARI STATE ISLAMIC UNIVERSITY**

**BANJARMASIN**

**2021 A.D/1442 H**

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**UIN**

UNIVERSITAS ISLAM NEGERI

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**LEARNING ENGLISH VOCABULARY THROUGH ACTIVE  
WAYS USED IN YOUNG LEARNERS' CLASSROOM  
ACTIVITIES**

**AN UNDERGRADUATE THESIS**

Presented to  
Faculty of Tarbiyah and Teacher Training  
In partial fulfillment of requirements  
For the degree of *Sarjana Pendidikan* in English Language Education

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Used in Young Learners' Classroom Activities

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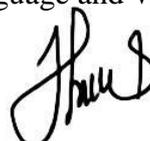
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## VALIDATION

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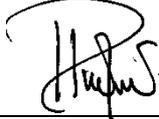
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### STATEMENT OF AUTHENTICITY

I, the undersigned, Name: Mariana, SRN:1301240796, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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## ABSTRACT

**Mariana.** 2021. Learning English Vocabulary Through Active Ways Used in Young Learners' Classroom Activities. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Drs. Saadillah, M.Pd, (II) Hj. Nani Hizriani, M.A.

**Keywords :** Active Ways, Young Learners.

Since English was the language that is used to communicate with people from around the world and learned by most people in many countries, either as first, second or foreign language. So it is really important to learn English from young learners.

As we called as young learners are those young children whose learning English as a second language which aged about 6-12 years old. Basically the one that needs to keep in mind as one of important goals in learning English in Elementary School is growing students' interest in learning English. To achieve that goal, The teacher needs some techniques to make the teaching and learning process more easily. The teacher looks and chooses which kinds of techniques are available to young learners. Teaching is guiding and facilitating learning, enabling the learner to study. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.

From the source of data; the respondents of this research are English teachers of the third grade in SD Muhammadiyah 8-10 academic year 2016/2017.

The problem statements of this research are: What are the types of Active Ways that used by the teacher in teaching English vocabulary?, How does the teacher use Active Ways in teaching English vocabulary? And What are the teacher's challenges in applying Active Ways in teaching English vocabulary?.

The researcher collected data by directly observing the teacher's teaching method in the classroom, the researcher then analyzed and clarified using the theory and explained it in a qualitative descriptive approach. Besides, the writer also did documenting the process of teaching and learning in the classroom activities.

The results of this study from the observation indicate Types of Active Ways that applied by the teacher in teaching English vocabulary are; Pictures, Flashcards, Story, Games and Pictures. Beside, from the Interview, teachers' challenges in applying Active Ways in teaching English vocabulary are; 1. There's students who's ready and not ready to learn 2. Creating the interactive situation from one student to another 3. Handling the hyperactive students 4. The classroom condition sometimes very noise and hard to control.

## ABSTRAK

**Mariana.** 2021. *Learning English Vocabulary Through Active Ways Used in Young Learners' Classroom Activities.* Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Drs. Saadillah, M.Pd, (II) Hj. Nani Hizriani, M.A.

**Kata Kunci :** Cara Aktif, Pembelajar Muda.

Karena bahasa Inggris adalah bahasa yang digunakan untuk berkomunikasi dengan orang-orang dari seluruh dunia dan dipelajari oleh kebanyakan orang di banyak negara, baik sebagai bahasa pertama, kedua atau asing. Jadi sangat penting untuk belajar bahasa Inggris dari pelajar muda.

Pelajar usia dini yang disebut disini ialah anak-anak yang belajar Bahasa Inggris sebagai bahasa kedua yang berusia sekitar 6-12 tahun. Pada dasarnya yang perlu diperhatikan karena salah satu tujuan penting dalam pembelajaran Bahasa Inggris di Sekolah Dasar adalah menumbuhkan minat siswa dalam belajar bahasa Inggris. Untuk mencapai tujuan tersebut, guru membutuhkan beberapa teknik agar proses belajar mengajar lebih mudah. Guru mencari dan memilih jenis teknik yang tersedia untuk pelajar usia dini. Mengajar adalah membimbing dan memfasilitasi pembelajaran, memungkinkan pelajar untuk belajar. Belajar adalah memperoleh atau memperoleh pengetahuan tentang suatu subjek atau keterampilan melalui studi, pengalaman, atau instruksi.

Dari sumber data; Responden penelitian ini adalah guru bahasa Inggris kelas III di SD Muhammadiyah 8-10 tahun pelajaran 2016/2017.

Rumusan masalah dari penelitian ini adalah: Apa saja jenis cara aktif yang digunakan guru dalam mengajar kosakata bahasa Inggris?, Bagaimana guru menggunakan cara aktif dalam mengajar kosakata bahasa Inggris? Dan apa tantangan guru dalam menerapkan cara aktif dalam mengajar kosakata bahasa Inggris?.

Peneliti mengumpulkan data dengan cara mengamati langsung metode mengajar guru di kelas, peneliti kemudian menganalisis dan mengklarifikasi dengan menggunakan teori dan menjelaskannya dengan pendekatan deskriptif kualitatif. Selain itu penulis juga melakukan pendokumentasian proses belajar mengajar di kelas.

Hasil penelitian dari observasi menunjukkan Jenis Cara Aktif yang diterapkan guru dalam mengajar kosakata bahasa Inggris adalah; Gambar, Kartu Cepat, Cerita, Permainan dan Gambar. Selain itu, dari Interview, tantangan guru dalam menerapkan Cara Aktif dalam pengajaran kosakata bahasa Inggris adalah; 1. Ada siswa yang siap dan belum siap untuk belajar 2. Menciptakan suasana interaktif dari satu siswa ke siswa lainnya 3. Penanganan siswa yang hiperaktif 4. Kondisi kelas terkadang sangat bising dan sulit dikendalikan.

## **MOTTO**

“Never a failure, always a lesson.”

## **DEDICATION**

By offering my praise and gratitude to Allah SWT for His abundant blessing to me, I would proudly dedicate this thesis with sincerity to my family, teachers/lecturers, and friends who have supported me throughout the process. I will always appreciate all that you have done.

A special feeling of gratitude to my loving parents who always prayed and taught me about life, who has nurtured and raised me tirelessly also has been a source of encouragement and inspiration to me throughout my life, a very special thank you for your unconditional love. And also in various ways throughout my life you have actively supported me in my determination to discover and realize my potential. For my lovely siblings that always helped and supported me through my hard times. And of course for me that always stand up for my belief and make this opportunity real.

A big thank to all of my teachers and lecturers who have taught and given me knowledge. I am so thankful and grateful. Every single word that I heard and learned from you is a lamp to my feet and a light that leads my path to the future, which is powerful. May Allah always love and blesses all of you.

To all of my beloved friends, you are all always be my comfort zone, it doesn't matter what I am going through, I will never forget that

friends always the most important. Thanks for always supports me in so many kinds of way.

Finally, I feel so honored, humbled, and blessed. I have been blessed to finish my study and work with a lot of amazing people in this short time around my life. Allah has blessed me with so many amazing people most of which I can call family. I know that we all have an incredible calling over our lives, it's the big one. I truly do hope that all the brightest future and happiness come within our life. I truly appreciate all the little things that you all did to me, Thank you very much.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ،

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا  
مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Learning English Vocabulary Through Active Ways Used in Young Learners’ Classroom Activities”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah.

The writer would like to express appreciation and gratitude to:

1. Prof. Dr. Hj. Juairiah, M.Pd as the Dean Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all her staff for the help in the Administrative matters.
2. Hj. Nani Hizriani, S.Pd, M.A, as the Head of English Education Department for the assistance and motivation.
3. My academic advisor, Nurlaila Kadariyah, S.Ag, M.Pd, for the guidance and encouragement.
4. My thesis advisors, Drs. Saadillah, M.Pd, as the advisor of contents and research methods for the advice, helps, suggestion and correction.
5. Hj. Nani Hizriani, S.Pd, M.A, as the advisor of language and writing techniques for the advice, helps, suggestion and correction.
6. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge

7. Drs. Khairuzzaini, S.Pd.I, as the Headmaster of SD Muhammadiyah 10 Banjarmasin who gave me permission to do the research.
8. Mulyadi S, S.Pd. SD as the teacher of English Language in SD Muhammadiyah Banjarmasin for the opportunity to do my research's observation.
9. Ihdalena, S.Pd, as the teacher of English Language in SD Muhammadiyah Banjarmasin for the opportunity to do my research's observation.
10. The head of library State Islamic University of Antasari Banjarmasin, and also the librarian at Tarbiyah and Teachers Training Faculty Library who have given the writer some help to get needed literary.
11. Also my friends who directly and indirectly support me to complete this study.  
May Allah the Almighty with His Mercy and Guidance always bless and reward the whole of us for all good things that we have done.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Jumadil Akhir 1442 H

January 2021 A.D

Writer

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