

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the result of the study and discussion. The finding of the answers to research problems from the observation and interview. This section covers the teacher and students' responses to the teacher's strategies in teaching English, the vocabulary at the eleventh grade at MAN 5 Barito Kuala.

A. Teacher's Vocabulary Teaching Strategies

Based on the result of the interview and observation to the subject of the study, the researcher presents the finding of the study. The data were also taken from documentation to get more information how the teacher's strategies to encourage his students in teaching English vocabulary with Mr. S. Based on the theory in chapter II, strategy is a plan to designed for a particular purpose.

These were multiple meaning, games, and memorization strategies used by the English teacher of eleventh grade students at MAN 5 Barito Kuala.

1. Multiple meaning

Based on the result of interview of the teacher on Thursday 26th April 2018 at MAN 5 Barito Kuala, the teacher said that the students ability for having English vocabulary is still limited mastery. Therefore, he as English teacher used strategy while teaching English

language for student eleventh grade, looking for the meaning vocabulary. Then, based on the result of the interview the students said:

a. Students “H”

The students H said that vocabulary the small is things in language, such as:

1. Study
2. Father
3. Mother
4. Go
5. Listening

H said that in general English vocabulary is the small things in language, the problem or the difficult is that he has experienced when interpreting from English into Indonesian. The strategies that he does multiple meaning, usually the task given by the teacher she has worked and practice. (Interview on 26th april 2018)

b. Student “R”

Introduce students R said that Vocabulary in English language is the word we need to communication with someone. such as:

1. Wall
2. Eyes
3. Pillow
4. Together
5. Door

R said that in general vocabulary are some word in the English language support is a necessary word to communicate with someone. She used multiple meaning and using function word. But when the teacher gives the assignment to memorize and practicing. (Interview on 26th april 2018)

- The result of the observation refer that the teacher used multiple meaning in teaching English vocabulary when;
 - a. Students ask new word the finded when learn
 - b. Students ask using word the appropriate in make sentence
 - c. Students ask difference function word the finded

Based on statement the teacher and the students, they said used strategy multiple meaning in teaching English vocabulary in classroom at MAN 5 Barito Kuala.

2. Games

Based on the result of interview for the teacher on Thursday 26th April 2018 at MAN 5 Barito Kuala, the teacher said the students ability to English vocabulary not really increase. Therefore he as English teacher used strategy while teach English language for students eleventh grade by the game. And then the result of interview and the students said:

- a. Student "AM"

The students AM said that Vocabulary is first step to communication with the other people. such as :

- a. Read
- b. Cook
- c. Floor
- d. Pan
- e. Garden

AM said that in general vocabulary is first step to communication with the other people. She learn English it is used with the game like guess game. The problem is pronunciation, so the task is usually given direct by the teacher and then she was working and practicing. (Interview on April 28th 2018)

b. Student "RM"

The students RM said that Vocabulary is one of manner to communication with other in environment. Such as:

- 1. Wash
- 2. Play
- 3. Work
- 4. Make

RM said that in general vocabulary is one of manner in communication with someone in environment. In learning English he used game like puzzle. Because the problem in learning English language is he does not like the English and make a sentence from Indonesian to English. When given the homework from the teacher sometimes he doing and sometimes no. (Interview on 26th april 2018)

➤ The result of observation refer that the teacher used games in teaching English vocabulary when:

1. If the material is difficult in teaching English vocabulary and then the teacher more easy if using game to explain about material.
2. Students ask to the teacher, and the teacher using game for solve students problems.

Based on statement the teacher and the students, it can be seen that the games in teaching English vocabulary in classroom at MAN 5 Barito Kuala.

3. Memorization

Based on the result of the interview with the teacher on Thursday 26th April 2018 at MAN 5 Barito Kuala the teacher said the students ability for English vocabulary is still limited. Therefore, he as English teacher's used strategy while teaching English language for student to eleventh grade, by using memorization. And then, based on the result of interview and the students said:

a. Student "JM"

The students JM said that vocabulary is the foundation of the words to communication with someone, such as:

1. Write
2. Open
3. Push
4. Pull

5. See

JM said that in general, English vocabulary is the foundation of the words to communication with someone the problem or the difficult is the pronunciation. He strategies used memorized usually memorized 5 vocabulary one day. Usually the task given by the teacher he has worked and practice. (Interview on April 28th 2018)

a. Student "NTA"

Introduce students NTA said that vocabulary is basic to communication with someone in environmen, such as:

1. Feet
2. Eat
3. Speak
4. People

NTA said that in general vocabulary is basic to communication with someone in environment. To study English vocabulary she writes vocabulary and memorized. She problem's is pronunciation. Some time she doing and sometime no. (Interview on April 28th 2018)

- The result of observation refer that the teacher used memorization in teaching English vocabulary when;
 1. Students ask new word the finded when learn to teacher and the teacher ask to students open dictionary and direct memorization.
 2. Students difficult pronunciation new word and then the teacher ask to students memorization.

3. Students ask new word the found in material.

Based on the statement the teacher and the students, they said used strategy memorization in teaching English vocabulary in classroom at MAN 5 Barito Kuala.

The researcher also doing two observations on Friday 27th April 2018, and Wednesday 09th Mei 201 as follows:

1. First Observation

The observation was done on Friday April 27th, 2018. Based on the observation the condition of the class eleventh grade before the English teachers come to the class the students made noise and some students outside the class, only a few students enter in the class. When the English teachers come to the class, the situation changed calm down. The English teachers greeting and opened the study and then gave some suggestion to the students to did not make noise when the lesson is begin.

The English teacher explained about how to make text announcement and then the English teacher gave the text to the students about text announcement. Then the English teacher ordered to read some students to read loudly. The English teacher was giving an assignment to the students to memorizing and translate the text if any meaning double word the teacher asked the student for opened dictionary. And at the first observation the researcher observation in three classes, with the same material and strategies.

2. Second Observation

The observation was done on Monday Mei 07th, 2018. Based on the observation, the condition of the class almost same with the observation before. But, in this observation, when the English teacher come to the class, the students still make a noise although all of them there is in the class. After calm down, the English teacher greeting and opened the study and then gave some suggestion to the students to do not make noise when the lesson is begin. After that, the English teachers write of the material that has given by the teachers in the book and explain about material. And then, the English teacher give the game for study vocabulary like as guess game and puzzle. And also, ask to the students if did not understand. But, all of them nothing asked about material.

Because of the students is understand, of course the teacher ask the students to memorize and multiple meaning some difficult word based on the lesson before. The language was used by the teacher when explain the material more Indonesia than English. And at the second observation is same like in the first observation the researcher observation in three classes, with the same material and strategies.

The research study on vocabulary instuction reveals that most vocabulary is learned directly and some vocabulary must be taught directly. The students at eleventh garade at MAN 5 Barito Kuala used direct vocabulary learning such as:

- a. Specific word instruction, or teaching individual words, can deepen students' knowledge of word meaning. In-depth knowledge of word meaning can help students understand what they are hearing or reading. It also can help them use word accurately in speaking and writing.
- b. Extended instruction that promotes active engagement with vocabulary improves word learning.
- c. Childrens learn words best when they are provided with instruction over an extended period of time and when instruction has them work actively with the words. The more students use new words and the more they use them in different contexts, the more likely they are to learn the words.
- d. Repeated exposure to vocabulary in many contexts aids word learning.
- e. Students learn new words better when they encounter them often and in various contexts. The more children see, hear, and work specific words, the better they seem to learn them. When teachers provide extended instruction that promotes active engagement, they give student repeated exposure to new words.

This is relatively English teacher's simple strategy for teaching word meaning and generating considerable class discussion.

- a. Teacher chooses six to eight words from the text that may pose difficult for students. These words are usually key concepts in the text.
- b. Next, the teacher choose four to six words that students are more likely to know something about.
- c. The list of ten twelve words is put on the white board or overhead projector. The teacher provides brief definitions as needs.
- d. Students are challenged to devise sentence that contain two or more words from the list.
- e. All sentences that students come up with, both accurate and inaccurate are listed and discussed.
- f. Students now read the selection.
- g. After reading , revisit the possible sentence and discuss whether they could be true based on the passage or how they could be modified to true.

B. The Reasons of The Teacher in Applying the Strategies to Teach English Vocabulary

The reason of the teacher in applying the strategies to teach English vocabulary based on interviews with the English teacher on the eleventh grade students at MAN 5 Barito kuala about the teacher strategies in teaching English vocabulary and than the writer can describe the teacher strategies of eleventh grade all program study at MAN 5 Barito kuala.

The result is around 80 percent understand, because the student is easier to understand and student feel enjoy in the processes to study English. But it is all appropriate with condition of student and also facility not efficient and available to hard for managed many students. (Interview with English teacher on Thursday 26th April 2018)

In addition, in order to reach the instruction purposes above, the teaching process must belong to the effective and interesting strategies. The strategies are the soul of the teaching activities. According to Syarifuddin and Nasution state that, “instructional strategy are specifications for selecting and sequencing events and activities within a lesson.

C. Discussion

Discussion is views some topic based on interviews from a teacher and are students on the eleventh grade students at MAN 5 Barito Kuala about the teacher strategies in teaching English vocabulary and than the researcher can describe the student problem of eleventh grade at MAN 5 Barito kuala.

The problem when teaching English especially in vocabulary is pronunciation and also student which are lazy to memorize the word. Many students are shy to use English language in environment they opinion if pronunciation is wrong. For solves the problem the teacher use the strategies multiple meaning, game and memorization. From the three strategies he apply it therefore the students more easier and understand the lesson. (Interview with English teacher on Thursday 26th April 2018)

Based on the Chapter II pronunciation is the sound may not corresponded to the spelling, students may have difficulty knowing how many syllables the word is broken up into, it is hard to know which syllable is stressed, a speaker of a particular language might have difficulty with certain sounds, some words with different spelling and meaning are pronounced the same. And then many students lazy for study and shy if ask to speak.

Based on explain from interview above if in teaching English vocabulary not only used just one strategy but also used some strategy should be able as teacher.

This is how David Wilkins described or said the importance of vocabulary as quoted by Thornbury. It means that someone can speak English although less in grammar during the key words is easy to be understood. In the other side, someone can not say something if they never know vocabulary, means that they can not communicate well. Other opinion, Rivers in David Nunan (1991:117) argued that the adequate vocabulary is essential for successful second language use because without extencial vocabulary, we will be unable to use the structures and function we may have learner for comprehensible communication. Lewis argues that vocabulary should be at the center of language teaching because language consists of grammatical lexis, not lexicalized grammar.

A many ways of conceptualizing strategies in language teaching have been made. Various attempts have also been made to explore more systematically the relationship between theory and practice within a method.

A knowledge of methods is part of the knowledge base of teaching. Methods serve as foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their action.

Based on the others opinion the “how a method is implemented to the classroom, is going to be affected not only by who the teacher is but also the students are, their and the teachers’ expectations of appropriate social roles, the instruction constraints and demand, and factors connected to the wider sociocultural context in which the instruction take place.

Every teacher and students are able to use several strategies or method to master the second language, especially vocabulary. Ever though every strategies has different principle and techniques but every strategy must be the seven characteristics such as:

- a. Teaching language strategies refer to the effective procedures and techniques to master the language.
- b. Some of teaching language strategies are able to be observed but some of them are not.
- c. Teaching language strategies oriented toward the problem in the learning.
- d. Teaching language strategies has big contribution to the successful of the learner.
- e. Teaching language strategies are able to be repeated.
- f. Teaching language strategies are able to be change and improved.

In this case a teacher strategies in teaching English vocabulary at the eleventh grade students at MAN 5 Barito Kuala is used multiple meaning, game, and memorization.

At MAN 5 Barito Kuala, student mastery to English vocabulary is limited. Therefore, as English teacher used strategy while teaching English language for student eleventh grade , by looking for the meaning of vocabulary. Because based on Chapter II multiple meaning a ware new activity. It is a type of activity that depelops students awareness of word that may have more than one meaning.

Game is not only suitable for children but also for adults. And based on interview with English teacher and are students they fell with game easier to understanding about vocabulary, because within game can more enjoy and relaxed atmosphere.

Based on the chapter II game is one of activities which can help to create dynamic motivating classes. The reason is that learning takes place when the students, in relaxed atmosphere, participate in activities that require than to use what they have been drilled on.

For memorization task vocabulary the teacher not give straight forward, but it can through studying in each appointment. If there are any students does not know the meaning therefore they can open dictionary and direct worked through. (Interview with English teacher on Monday, Mei 01st 2018 at 09.00-09.15 am)

English teacher said if for memorization task vocabulary the teacher does not give straight forward, but it can through studying in each appointment. If there is students that doesn't know one word meaning therefore they ask to open dictionary and direct worked through. So each students is advised to take in dictionary each study English language. Based on chapter II memory is also very important in the development of a second language, and it is vocabulary which requires more generous treatment for memorization compared with other aspects of second language development.

To describe that the teacher in teaching applied using of multiple meaning, game and memorization in English at the eleventh grade students at MAN 5 Barito Kuala, the researcher observed the teacher and student activities in learning of English. The instruction design strategies in English teacher by multiple meaning.

Based on result of the interview with the teacher teaching English language support is a necessary word to communicate with someone. He used multiple meaning and using function word. The implementation of using guess game or puzzle in teaching English.

The researcher observed the guessing game and puzzle implementation was applied by English teacher at the eleventh grade student at MAN 5 Barito Kuala. The teacher used this technique in teaching learning for the reason; the students were hoped to be able enjoy, confident, active, and following in expressing their ideas depend on their level ability. The instruction design strategies in teachers English by memorization.

Based on the interview with the English teacher. Therefore, he is as English teacher's used strategy while teaching English language for student eleventh grade used memorization.

The result of the teachers strategies in teaching English vocabulary for eleventh grade students at MAN 5 Barito Kuala it is used guess game. The reseacher focuses on what, how, and the reason of teacher use. The reseacher found that the students were happy with the use guess game in the English teaching vocabulary. While the problem of students is pronounciation. With this research the reseacher hope that the teachers can more give support and improve English vocabulary student mastery. And the multiple meaning, game and memorization could give a big contribution to the implementation of the action.