

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

After doing the study, the data have been obtain about the techniques are used in the textbook and what vocabulary does appropriate to English material for EYL. Based on the data collection, the researcher found several kinds of the techniques are used in the book to introduce vocabulary to introduce vocabulary for young learners and what vocabulary does appropriate to English material for EYL, it will be explained below.

1. The techniques are used in the book to introduce vocabulary for young learners.

Table 4.1 Techniques that can be used in teaching vocabulary for English to Young Learners:	
1. Listen and Do	✓
2. Listen and Repeat	✓
3. In-pair of Group Discussion	✓
4. Question and Answer	✓
5. Modeling and Demonstration	✓
6. Concept Mapping	✓
7. Brainstorming	✓
8. In Outdoor Activity	✓

9. Substitution	✓
10. Draw and Color	✓
11. Listen and Identify	✓
12. See and Differences	✓
13. Cooperative Learning	✓
14. Questioning and Inquiry	✓

From the data we can see the techniques are used by the book to introduce vocabulary to young learners.

a. Listen and Do

In the part of this section in the textbook, the technique listen and do is while the students listens what the sentences said from the teacher then the students doing what the teacher said before. In every unit from the textbook in lesson 1, there are listen and do technique in the textbook, here the students responds to very simple instruction in an acceptable manner in the classroom and school context, in this unit, students are taught to listen and do what the teacher tells them to do. When the teacher says the sentence then they are asked to listen and do it according to instructions from the teacher in the textbook, for example; make a line, clean the board, write your name, and turn around (unit 1), open the door, come in, follow me, sit down (unit 2), wash the mango, peel the mango, cut the mango, eat the mango (unit 3), close your eyes, wrinkle your face, lift your left foot, bend your knees, touch your toes

(unit 4), open the map, look for the place, mark the place, close the map (unit 5), and in the last unit; pet the cat, brush the cat, wash the cat, and feed the cat (unit 6).

In unit 3 and unit 6 just there is listen and mime that is same with listen and do but more like instruction for the students to treat an animal, fruits and something around them.

b. Listen and Repeat

The second technique are listen and repeat, while the students listen what the sentences said from the teacher then the students repeat what the teacher said before.

This technique where the student listen 1 word or more but not a sentence because want to practice students pronunciation, then the teacher say the word then the students repeat after the teacher said before. For example; dictionary, crayons, ruler, book, pencil, eraser (unit 1), happy, hat, hide, win, window, walk (unit 2), sit, big, hit, pot, hot, shop, mug, run, sun (unit 3), cap, cat, tap, pet, leg, ten, bed (unit 4), box, taxi, six, you, young, jacket, jeans, jump (unit 5), and in the last unit; chair, cheese, chicken, cherry, shirt, she (unit 6).

c. In-pair of Group Discussion

The third technique is in-pair of group discussion, while the students work in-pair of group discuss for answer or doing exercise from the teacher by the textbook.

In unit 1, the students are asked to make conversations together according to the examples in the textbook, but the conversation is only question and answers about borrow something according to the sign, if a check mark means it can be borrowed and if a cross means it cannot be borrowed or is being used by their friend.

In unit 2, students are asked to look and find to complete a table that contains all random alphabets and students are asked to find any words in the table. In unit 3, students are asked to look and write so the students look at the picture and write a sentence that matches with the pictures and words in the book as in the example. In unit 4, students are asked to look and say about their habits so they asked to their friends and write the answer with rarely, always, never, every year, sometimes, and twice a year according to the list habits on the table in the textbook. In unit 5, students are asked to find the places to complete a table that contains all random alphabets and students are asked to find any words in the table. In the last unit 6, students are asked to look and write so the students look at the picture and write a sentence that matches with the pictures in the textbook.

d. Question and Answer

The fourth technique is question and answer, while the teacher gave the question for the students then they answer the teacher question by the textbook. In unit 1 until unit 3, the students are asked to read and choose the questions according to the question in the textbook, the

question is like fill in the blank and the words to answer there on the question, just choose what the answer relate to the question in the textbook. In unit 4 until unit 6, students are asked to listen what teacher say the conversation in the textbook and the students fill in the blanks the sentence according to the pictures and what they listened before.

e. Modeling and Demonstration

Modeling and demonstration are interactive whole-class teaching strategies that involve the teacher in using resources and asking probing questions and children contributing and experimenting. Paired word and the use of whiteboards may be part of these strategies. In unit 1, the students are asked to look and practice, the students look the picture about school maps in the textbook and the question is about where are the places that according to the question in the textbook. Then, answer it with the word according to the question and maps picture. In unit 5, the students are asked to look the picture about world map in the textbook and practice it with answer the word that is match with the maps picture in the textbook.

f. Concept Mapping

Concept mapping is a visual organizer that can enrich students' understanding of a new concept. Using a graphic organizer, students think about the concept in several ways. Most concept map organizers engage students in answering questions such as, "What is it? What is it

like? What are some examples?” Concept maps deepen understanding and comprehension. In unit 1 and unit 3, the students are asked to match and draw lines, the student match the question and answer then draw lines it with the sentences that is match with the question and answer in the textbook.

g. Brainstorming

In the part of the section in the course book, while the teacher gives some vocabulary what they learn before for know the students remember or not and for make sure the students understand the lesson before. In all units there is brainstorming in review after last unit in every unit of the lesson in the textbook.

h. In Outdoor Activity

Not only in the classroom this textbook too show the students what in outdoor activity, here the students learned about something in outdoor and get new vocabularies from outdoor activity which is there is no in the classroom, such as in the library, canteen, school garden, parking lot, computer room, and something in the outside classroom.

i. Substitution

A substitution drill is a classroom technique used to practice new language. It involves the teacher first modeling a word or a sentence and the students repeating it. The teacher then substitutes one or more key words, or changes the prompt, and the learners say the new structure. In all units, the students are asked to listen and say, the

student listen the conversation that is teacher said about theme in every units and the students say it with the sentences that match with the conversation in the textbook.

j. Draw and Color

The draw in the textbook is interesting and easy to understand because that is appropriate with the vocabulary in the textbook and the color of this textbook have much color and fun for English to Young Learners because in their age more enjoy with a draw and much color to make sure them know the translated of the vocabulary, easy to understand and made them not bored when learning English, but the color just in unit 1 have much color, not in all unit have much color in the textbook.

k. Listen and Identify

Here the students listen what the teacher said then the students identify the meaning of the teacher said. In all units in the textbook there are listen and say in last part on lesson 5 before review the lesson or brainstorming, there the students asked to listen what the teacher said then the students say it and identify the meaning of the words that the teacher said by the textbook.

l. See and Differences

This technique is practice the students to do observation and find the similarity and deference two object of pictures. In unit 1, 2, the students are asked to look and read, the student look the pictures and

read it with the sentences that is match with the pictures then find the similarity from the pictures in the textbook.

In unit 3, the students are asked to look and say, the student look the pictures and say the word that is match with the pictures then find the similarity from the pictures in the textbook. In unit 4 and unit 6, the students are asked to look and write, the student look the pictures and write the word that is match with the pictures then find the similarity from the pictures in the textbook. In unit 5, the students are asked to look and practice, the student look the pictures and practice with make a conversation that is match with the pictures then find the similarity from the pictures in the textbook.

m. Cooperative Learning

Cooperative language learning is based on the idea that second language learning can be best done in heterogeneous groups, when all students work collaboratively and cooperatively for one common goal. In all units there is a group game, so in that is activity the students work in group to do the game and they make it fun and enjoy with the game by the textbook.

n. Questioning and Inquiry

Questioning is done by the teacher to support, guide and assess student's ability in thinking. Questioning is also done to get information when the students do the activity that basis inquiry. Inquiry activity is begun by observation activity, ask and then analyze

and finally make conclusion. These activities can be done individually or group. The inquiry base learning is focused on the teacher in teaching-learning process in the classroom.

At the end of each unit in the textbook there must be a question to find out whether the students understand what the teacher previously taught. After questioning then inquiry to observation activity, ask, analyze, and the students are make conclusion from what the teacher previously taught by the textbook.

2. The data will be documented according to the Criteria of Vocabulary for EYL.

Table 4.2			
The Criteria of Vocabulary for EYL			
a. Language	Part of Speech	Example	
Acquisition of Concrete and Abstract Words	Nouns	<u>Concrete Words:</u>	<u>Abstract Words:</u>
		- chair - book - paper - cat - music - etc.	- love - sleep - idea - imagination - life - etc.
b. Level Vocabulary	Primary age level: 1 st - 3 rd grades	Elementary level: 4 th - 6 th grades	

for EYL	5 to 6 words with the maximum number of words being 10 words that they read and use.	10 words with the maximum number of words being 20 that they read and use.	
c. Familiar Vocabulary for EYL	From age 7 to 9: The average child in school is learning 6-7 words per day.	From age 10 to 12: Approximately 12-15 words per day.	
d. Appropriate Vocabulary for EYL	Based on their experience e.g. “cat”, “dog”, “fish”, “rabbit”, “bird”, etc.	The things around them e.g. “chair”, “table”, “book”, “pen”, “teacher”, etc.	Learn with techniques: Such as games, projects, and TPR.

The findings of the research show the textbook encounter four criteria of vocabulary for EYL, which are: *Language Acquisition of Concrete and*

Abstract Words, Level Vocabulary for EYL, Familiar Vocabulary for EYL, and Appropriate Vocabulary for EYL.

According to the textbook there is a language acquisition of concrete and abstract words, there is part of speech like noun the example of concrete noun; dictionary, ruler, book, pencil, stapler, eraser, comics, chair, table, bicycle, ball, crayons, and etc. then the example of abstract noun; happy, love, limit, beautiful, healthy, birthday, hurts, sleep, and etc. There is much concrete and abstract noun in the textbook in the first criteria of vocabulary for EYL. The level vocabulary for English to Young Learners in the textbook is 10 new words for the students read and use in six lesson units in the material of the textbook. The familiar vocabulary for English to Young Learners in the textbook is approximately 12-15 words per day when the students learn English. Furthermore, the last criteria of vocabulary for EYL is appropriate vocabulary for English to Young Learners that is like the vocabulary based on the students experience, the example; cat, rabbit, chicken, hamster, bird, fish, turtle, guinea, dog, iguana, and etc., the vocabulary about the things around them, such as; chair, pencil, board, book, door, table, pen, ruler, eraser, crayons, bag, shoes, friends, teacher, student, window, and etc., and the last is learn vocabulary with techniques: such as games, projects like sing a song, and TPR it is all in the textbook.

B. Discussion

Based on the problem had been identified above, the researcher discussed the whole identified problems in this research entitled “A Content Analysis of the Use Vocabulary in the Textbook entitled “Grow with English” for Grade 5 in Elementary School of Paringin Selatan”. Here was the discussion:

Based on finding research that found the textbook “Grow with English” used the technique to introduce vocabulary for English to young learners is relevant according to Suyanto (as cited in Yousantri, 2012, p.13), first Listen and Do, technique was used by the teacher when the teacher introduce to the lesson or asked the students to do something. In this activity the teacher gave instruction and the students did what the teacher said. So that the researcher can state that is appropriate with the theory because this technique made the students memories with the vocabulary and their thinking about what they can do after the teacher say the sentence from the textbook. The second techniques are Listen and Repeat, technique was used by the teacher to introduce new vocabulary or read a text. This technique was dominant used by the English teacher. In this technique the teacher asked the students to repeat after the words the teacher read from a text (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique made the students remember and learn the pronunciation from every word that they listen from the teacher.

The third techniques is In-pair of Group Discussion, technique was also dominantly used by the English teacher. In this technique, the teacher divided the students into groups or pairs. Every group or pair was given a project to be solved (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique made the students work in-pairs with a good cooperation version of them then made them grow with English in reading, listening, and speaking. The fourth techniques are Question and Answer, technique was used often by the teacher this technique was usually used by the teacher when she asked something (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique made the students thinking about the correct answer for the question and make sure the translated from the answer is related to the answer question.

The fifth techniques is Modeling and Demonstration, technique was only used by the teacher when the teacher taught how to say something. The teacher gave example how to pronounce words and the students followed the teacher. The teacher voice was clear, so all the students could listen (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique made the students know the pronunciation of the words and can remember the pronunciation of the vocabulary in the previous lesson. The next techniques is Concept Mapping, was used by the teacher to activate the students in the classroom. In this activity the students were active to participate (Suyanto (as cited in Yousantri,

2012, p.13). So that the researcher can state that is appropriate with the theory because this technique can enrich students' understanding of a new concept and students think about the concept in several ways.

The next techniques is Brainstorming was applied by the teacher to activate the students' knowledge. In this technique the teacher asks the students to give their ideas or mention examples as many as possible (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique made the students remember the vocabularies that they before and to know they understanding from the lesson. The next techniques is In Outdoor Activity, the teacher asked the students to go out of the classroom and learn something new outside the class (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique made the students not bored in the classroom and made them happy to explore their curiosity about something in the outside and get a new vocabulary from outdoor activity.

The next techniques are Substitution, the teacher loose one part of the sentence and ask the students to substitution with other similar word (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique made the students enrich their vocabulary with the new words and can match the sentences with the similar word by the textbook. The next techniques are Draw and Color, the teacher gives the picture appropriate what the students like or what the

students have. The picture should be appropriate with context of facts that are in real life (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique made the students enjoy with the lesson because the textbook have interesting draw and color that easy to understand for EYL based on their age.

The next techniques is Listen and Identify, the teacher give two similar sounds by using interesting way, for examples by using “minimal pair” for vowel and some consonant (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique make sure the students already know with the meaning of the sentences what the teacher said then identify the meaning of the sentences. The next techniques is See and Differences, this technique is practice the students to do observation and find the similarity and deference two object of pictures. This activity practice carefulness and it is enjoyable activity for students in elementary school (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique practice carefulness and it is enjoyable activity for students in elementary school.

The next techniques are Cooperative Learning, every student learns together. They must work together to give reports or tasks that are given by the teacher (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique made the students replaces the idea that students have to work competitively against

one another by the textbook. The last techniques is Questioning and Inquiry, questioning is done by the teacher to support, guide and assess student's ability in thinking. Questioning is also done to get information when the students do the activity that basis inquiry. Inquiry activity is begun by observation activity, ask and then analyze and finally make conclusion. These activities can be done individually or group (Suyanto (as cited in Yousantri, 2012, p.13). So that the researcher can state that is appropriate with the theory because this technique make sure the students clear about the lesson and can conclude it. Then, the students aim to develop the language skills: listening, speaking, reading and writing.

Based on the analysis of the data from the finding research and theoretical review, it is found that in the textbook "Grow with English" does use 14 techniques by Suyanto theory, the textbook is relevant to the theory techniques in teaching vocabulary for English to Young Learners. The textbook is relevant in four skills that are speaking, reading, writing, and listening because they can cover the learning objective in speaking, reading, writing, and listening. The main purposes of the book are to acquaint the students with English since the first year of their elementary education, and help them grow with English and become proficient in English.

The vocabulary in the textbook is appropriate to English material for EYL in their age because that is relevant to the theory criteria of vocabulary for EYL. The first criteria is Language Acquisition of Concrete and Abstract Words according to Gillette et al., (1999) pointed out that only a small and

limited stock of nouns can be acquired solely from extra linguistic information, whereas learning other types of words (such as verbs or conjunctions) requires, in addition, the linguistic context information (sentence-to-world pairing). In order to test this idea, Gillette et al. investigated word learning (nouns vs. verbs) from several information sources. To evaluate the effect of information change independent of conceptual change, they employed the human simulation approach. These experiments are conceived as 'simulations' in which an adult learner is exposed to information of the kind naturally received by the infant learner being simulated. The underlying objective is to observe how well the adult simulation emulates the real child learning. Parallel findings in infants and adult second language learners would dismiss the possibility that the effect observed are due to limitations of immature cognitive mechanisms during the period of life in which infants are evaluated (Gillette et al. 1999). So that the researcher can state that is appropriate because it is appropriate with the theory because the vocabulary in the textbook are developed based on topic discussed in the course book is simple and easy to understand for students. The students enjoyed the vocabulary in the textbook because that is basic and familiar words for them and there are pictures to make them easy to understand the vocabulary.

The second criteria are Level Vocabulary for EYL. There is elementary level: children ages 8 to 12 or 4th through 6th grades. These children read sentences of approximately 10 words with the maximum number of words

being 20. Most book written at this level range between 20,000 and 40,000 words. Then, they have 20,000 – 50,000 words receptive vocabulary (words they understand). Children develop their ability to say the word first without having full understanding of the meaning of the word (Locke, (1993) as cited in Cameron, (2001). The understanding develops later. Along the childhood, children use words that they partially understand. The development continues to not only add the number of the words but also build up the knowledge about the words they already partially know. So that the researcher can state that is appropriate because it is appropriate with the theory because in the textbook “Grow with English” have 10 new words in every units for the students.

The third criteria are Familiar Vocabulary for EYL. The vocabulary development during the school years builds upon what the child already knows and the child uses this knowledge to broaden children vocabulary. Once children have gained a level of vocabulary knowledge, new words are learned through explanation using familiar, or “old” words. This is done either explicitly, when a new word is defined using old words or implicitly when the words is set in the context of old words so that the meaning of the new word is constrained. During the first few years of life, children are mastering concrete words such as “car”, “bottle”, “dog”, and “cat”. By age 3, children are likely able to learn these concrete words without the need for a visual reference, so word learning tends to accelerate around this age. Once children reach school-age, they learn abstract words (e.g. “love”, “freedom”,

“success”). This broadens the vocabulary available for children to learn, which helps to account for the increase in word learning evident at school age. By age 5, children tend to have an expressive vocabulary of 2,100 - 2,200 words. By age 6, they have approximately 2,600 words of expressive vocabulary and 20,000 – 24,000 words of receptive vocabulary. Some claim that children experience a sudden acceleration in word learning, upwards of 20 words per day, but it tends to be much more gradual than this. From age 7 to 9, the average child in school is learning 6-7 words per day and from age 10 to 12, approximately 12-15 words per day. Cameron (2001) suggests the realistic number of words for children to learn in a year is 500 words in good learning condition. So that the researcher can state that is appropriate because it is appropriate with the theory because the students have approximately 12-15 word per day when they learn English, even that is the students vocabulary that they remember or they use in speaking English.

The last criteria are Appropriate Vocabulary for EYL. Vocabulary development is about learning words, about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words (Cameron, 2001). Hearing certain expressions repeatedly, children tend to imitate them even when they have no idea what the words or expressions mean, or how the sentence is constructed. “I don’t know”, is probably the expression they are familiar with and they produced in real life setting with precise use even through the have not learnt how the construction is produced. Cameron states that maturational factors play role in the conceptual

knowledge about the first language that can be expected to have a knock-on effect for foreign language learning. In younger age, a child tends to link a word with other words from different part of speech with the same 'theme'. For example, when children are given a cue word 'cat', they will associate it with 'meow' or 'cute'. Later, when they grow older and have more experience they more likely to link the cue word with 'animal' or 'pet', which has the same part of speech. Considering children's nature that they easily forget what they have learned, teacher should re-present the vocabulary that they have learned in different situations. Some techniques can be employed such as games, projects, and TPR. The same teaching materials can be used more than once with certain modifications to recycle the use of the previous vocabulary. Concentration game using pictures and words will be interesting for young learners. The students are supposed to match between pictures and words. The same pictures can be used again later when the teacher learn colors. The teacher can make the picture black and white for the students to color based on the teacher's instructions. Using TPR, children practice to listen to the new language and respond it nonverbally. Beside, to give opportunities for deep processing of vocabulary, we can teach students how to use dictionaries and have them keep vocabulary notebooks (Linse and Nunan (ed.), 2005). So that the researcher can state that is appropriate with the theory because the vocabulary in the textbook is has is based on students experience, the think around them and the textbook also use some games, projects and TPR to teach the vocabulary to EYL.

According to research findings a good course book is relevant with the vocabulary criteria for EYL, the criteria is appropriate for students needs and level of learning. It is important to the teacher on the way on selecting and providing the criteria for teaching vocabulary for EYL. Therefore, the teacher should provide extra attention in selecting the learning materials to their students in order that the students can be better in comprehending the learning materials.