

BAB IV

FINDINGS AND DISCUSSIONS

The research was conducted at SDN Tanjung Samalantakan. This data was taken from 22 July 2022 – 12 August 2022. The type of this research is about vocabulary teaching strategies applied by teachers in the learning process English. This study describes the many teacher teaching methods used to teach English vocabulary. This type of research uses a qualitative descriptive that describes a real situation according to a qualitative approach. Furthermore, the explanation of the results of the research will be deeply explained in the following section.

A. Finding

1. The Type of Teachers' Strategies In Teaching Vocabulary at Sixth Grade Students of SDN Tanjung Samalantakan

The observation result indicated that there are four strategies used by Teachers in teaching vocabulary at SDN Tanjung Samalantakan. These strategies used by the teacher in the classroom about, Translation, Explanation, Enumeration, and Memorization could be found from the table. used for the first, second, third, fourth, fifth, and sixth meetings. Below, you'll find separate tabulations of the teacher's vocabulary-teaching tactics:

4.1 Table Type of Teaching Strategies

No	Type of Strategies	Activities
1	Translation	According to this method, the teacher selected the readings for the pupils depending on their interests. Based on the lessons they have learnt, the students are requested to translate the text and words.
2	Explanation	In this method, the teacher gives the students an opportunity to memorize the words, but first she explains the meanings of the terms and then she instructs the students to memorize three to five vocabulary words and their particular meanings in relation to the subject of their conversation.
3	Enumeration	Students enjoyed this method because it was carried out in a group setting with them. Students' motivation to study, pay attention, and participate in assigned tasks is increased by playing games in the classroom.

4	Memorization	In order to teach, the teacher uses memorizing. The teacher instructed the class to memorize the words written on the board, but they were also required to put their books away.
---	--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

At SDN Tanjung Samalantakan, data were gathered through observations in the classroom and interviews with teachers of grade VI. Data were also gathered from instruments that had already been assembled. A classroom observation checklist with examples of various teaching styles was the tool employed. These tools aid researchers in gathering data for studies.

a. Translation

Translation is a strategy frequently employed in vocabulary instruction. The teacher used both indirect and direct translation to convey the words' meanings. The teacher can translate a word's meaning in a number of different ways. The teacher employed two languages to clarify words during the teaching process, according to the researcher's observations. The instructor doesn't fully explain the subject matter in English. Based on the observation, the researcher discovered that the instructor translated words into Indonesian before explaining their meaning.

b. Explanation

He held the opinion that by learning the vocabulary, kids can get experience with the words they pronounce, which will make it easier for them to understand and pronounce the words. The teacher also enquired about the kids' learnt vocabularies because repetition should happen at progressively longer intervals. Students must use the terms you teach them repeatedly in order for them to retain them.

The teacher instructed the pupils to locate vocabulary terms in the texts and memorize them after they had mastered proper pronunciation. The words could range in number from three to five. Additionally, she made sure to ask her students for a broad review of the vocabulary they had studied the week before, and she finished the texts just before the class ended.

c. Enumeration

The kids played word games that were useful for helping them remember the terms and that also made learning fun for them. In this activity, the students had to describe certain photographs using previously mentioned words while the other students made guesses as to what was being described. By completing this task, it will be possible to determine whether the pupils have a grasp of the content or not. In the other game, the kids formed a circle in the classroom rather than working in groups. They continued their pals' writing as they penned the

text. Each student was given a piece of paper, and they were instructed to write one statement describing the book they had just read. The paper was then transferred to the following student, who would read the story and write a sentence within the allotted time to continue it.

d. Memorization

The teacher frequently inspires the kids to work hard at their studies. They frequently required the pupils to learn a large amount of language. The teacher thinks that if the kids have a large vocabulary, they will perform well on the English language test. In order to teach, the teacher uses memorizing. The teacher instructed the class to memorize the words written on the board, but they were also required to put their books away. The teacher, on the other hand, stated that "to help an infant learn vocabulary, saya biasanya buat lagu, jadi anak-anak menghafalnya sambil bernyanyi."

2. The Use of Strategies In Teaching Vocabulary To Young Learners at SDN Tanjung Samalantakan

In this section, the research findings that the researcher discovered through observation and interview were given. It has to do with the methods used by teachers at SDN Tanjung Samalantakan to teach English vocabulary to young students. Finally, the researcher obtained some data after looking at the English teaching practices of teachers. The descriptions below give the outcomes of the research findings. The teacher taught students

vocabulary using four different methods: translation, explanation, enumeration, and memorization. At SDN Tanjung Samalantakan, the teacher taught English vocabulary to young pupils using all of these methods since they helped the students comprehend the content. The following explanations can be seen:

The first strategy was translation, In this strategy, the teacher selected the texts for the class based on what they found interesting. Based on the lessons they have learnt, the students are requested to translate the text and words.

After the second hour, they become less conducive to learning but remain so for the first hour. For kids, it is still regarded as reasonable. According to the researcher's observations, translating words into another language is one of the methods used to learn English vocabulary. However, this method is not without its drawbacks. First of all, it is not always simple to translate words, and secondly, by prohibiting students from interacting with the words, it may make it a little too simple for them. In this situation, the teacher's involvement is crucial in having the students listen to them translate terms in front of the class, so the instructor should have a wide vocabulary.

When beginning a lesson, teachers always introduce new vocabulary to help students' vocabulary grow. Teachers teach vocabulary starting with nouns, verbs, and other supporting words, and they typically pick it up as

they go along by having the students memorize, pronounce, and interpret the strategies that the teacher employs. Based on the subject that would be covered, the learner memorized it.

The teacher then created a number of unique images to present to his students. He used that to ensure that the learning process went well, and he also prepared responses in case the students had questions concerning the prior lecture. The teacher was able to engage more students and promote active learning as a result. The teacher was demonstrating a technique that the students may and should utilize when he asked questions in class. The instructor advised his students to ask questions and employ the following techniques. It was used to evaluate what students had learnt, improve their reading comprehension, and prepare for tests.

The teacher then used the questions to have the students practice certain abilities and to explain to them the information, concepts, and approaches to reading the texts that were crucial to their learning in his class.

Because translation is simple for kids to understand, the instructor chooses translation tactics to teach students. Additionally, the teacher adapts the singing pattern to the students' grade level and gives them information that is appropriate for their level. According to the information above, the instructor focuses on the subjects that will be taught to the pupils, such sports, when teaching vocabulary. Five vocabulary terms connected to sports will be chosen by the teacher, who will instruct the class to memorize

them. The teacher will then translate the words after the students have done so before asking them to repeat what they have heard.

In addition, the teacher applies the translation approach by using role-playing and how-to games like puzzles. This is done so that students, who are studying while playing, can comprehend words that are taught by the teacher's condition of the class and feel less bored if learning is boring. When playing a puzzle or studying while singing another song, for example, the teacher gives pupils a helpful learning approach that will help them remember words and their meanings more quickly. When playing games to study, students are at ease and are not bored.

The teacher then quickly corrects any pronunciation problems made by the students. This is done so that pupils may quickly recognize their mistakes and steer clear of repeating them. The instructor emphasizes speaking and reading more. For instance, the teacher would ask pupils to read aloud while the other students listen, and if any mistakes are made, the teacher would immediately correct them.

The data shows that teachers employ themselves as audio manuals for their pupils. Teachers write and read aloud in front of the class, and the students pay attention to what the instructor says. Every student participates in a practice session in front of the class, and the teacher instantly corrects any errors made by the students.

Finally, the teacher asks the class on their comprehension of the subject that has been covered. The teacher will re-explain the information if the pupils don't grasp what is being said, helping those who already understand to understand it more fully and those who don't understand to understand what is being addressed right away.

From the these above explanation, it can be inferred that teachers need to significantly improve their methods of instruction in order for students to learn lessons and comprehend them. Since there are various types of children—some of whom are intelligent and knowledgeable—teachers must be able to create an environment in which students feel comfortable and can learn effectively.

The second strategy was explanation, Start giving the students the opportunity to memorize words, the teacher first explained the purposes of words. He then requested the students to memorize three to five vocabularies and each of their particular meanings in relation to the subject they had just studied. At the end of the class, it is completed. Because they had two meetings with English lessons each week, the pupils memorized ten vocabularies in a week.

Indeed, The English teacher employed effective teaching methods, particularly the use of learned vocabulary. It was used to get good pronunciation when the students tried to pronounce the words mainly because he constantly reminded the pupils to carefully read and enunciate

the words in their texts. Sometimes she instructed her students to focus on their material, while other times he requested them to speak aloud in front of the class. If the students were unable to understand the words themselves, they memorized the words once they had understood the text. Additionally, the teacher provided context-based vocabulary instruction to the children. Because the words should be introduced in the context of a story, common circumstance, sport, activity, or any other context her students are already familiar with, she carefully described the words in front of the class. If the texts had been discussed with the teacher beforehand, the students were instructed to utilize a skimming method to understand the content. According to the researcher's observations, the teacher instructed the pupils to choose a topic first before having them write papers based on their personal experiences.

The teacher thought that by having the pupils memorize the vocabulary, they would get more familiar with the words they pronounce, which would make it easier for them to understand and pronounce the words. Because repetition should occur at progressively longer intervals, the teacher also inquired about the students' memorization of words. Students must use the terms you teach them repeatedly in order for them to retain them.

Once the pupils had mastered the pronunciation of the terms, the teacher instructed them to locate the vocabulary in the texts and memorize it. There could be three to five words in total. Additionally, she made sure

to remember to urge her pupils to review their vocabulary from the previous week in general, and she finished the texts just before the class ended.

In order for pupils to desire to pay attention to the teacher throughout class, the teacher must help them enjoy who they are as learners. He thinks that students will comprehend the text more readily if they have a large vocabulary in their heads. Students are required to retain five vocabulary terms and their definitions for each class. They learn vocabulary by reading the completed paragraphs. Because they only meet twice each week, pupils are required to know ten vocabulary terms. a method for memorizing each of the teacher's direct calls.

The teacher uses the translation strategy to teach vocabulary to the class. Because the student has committed the teacher's words to memory, they will always be able to recall them. Even if someone could forget, kids make an effort to recall it. The teacher used passage material that already made sense to create the words that the students had remembered, as well as occasionally the teacher's own statements. The teacher created this so that if the students came across unfamiliar words, they wouldn't be sluggish to memorize them. It also aids the teacher in the process of teaching and learning because the students won't constantly seek the teacher for clarification on difficult words.

The third strategy was enumeration, Students enjoy this method since it is applied to groups of them. Students' motivation is increased when

they play games in class, which makes them more eager to study, focus, and participate in the assigned tasks. Researchers have observed that playing games encourages pupils to take ownership of their own learning and to work as a team. They can also be excellent tools for managing the class and inspiring the students. Students are more motivated to learn, pay attention, and participate in class activities when they are playing games. By displaying cards with pictures on them and asking students who are looking for answers what those photos are, they can occasionally play games in front of our class outside the room. Students can use a dictionary if they don't know how to spell or read English. They need to respond to the image rapidly. Students can access the dictionary if they don't know English well enough to understand the picture. The team with the lowest score will also receive punishment. This punishment encourages participation from the students.

The teacher provided word games that were useful for helping pupils memorize the terms and that also made learning fun.

The other kids had to guess what was to be described when they described various photographs in this activity using previously taught vocabulary. The pupils' comprehension of the subject matter can be determined and understood through the completion of this task. In the other game, the students form a circle in the classroom rather of working in groups. They continued their friend's writing as they wrote the text. Each student was given a piece of paper, on which they were to write one sentence

related to the book they had just read. The next student took over once the first one finished writing, reading the story and adding a new sentence within the allotted time.

Once the story was lengthy enough, this practice continued to make the children giggle as they wrote the text. After completing this task, the students were required to read it aloud to the class. Because the majority of the stories were humorous, all of the students eagerly listened to their pals. There would be readings of several tales. Because writing in a short paper is one of the writing activities, the teacher also employed short papers to help students improve their grasp of the subject matter. The researcher discovered that this tactic works well for writer's block when the teacher offers students 5 to 10 minutes of free writing during which they are allowed to write anything that comes to mind, on or off-topic. This gives the kids a chance to continue writing using the technique, which is beneficial. Because it made the connection between reading and writing, short writing can aid kids in word memorization and creativity. In their daily activities, such as reading, hearing, observing, and writing, students could record common conversation.

According to the aforementioned justifications, the students were able to take some advantage of the reading tactics to help them memorize the words since they were able to learn how to regulate their learning to some extent, and the learning environment offered them the chance to do so. Confidence, motivation, taking and accepting responsibility, and the

ability to take the initiative are some of the personal attributes needed to develop capacity. Academic, intellectual, personal, and interpersonal skills are among the other abilities it calls for. Students will have more self-control over their education and greater understanding for opposing viewpoints as a result. Due to the reflective letters that students wrote about how their writing has improved and what they still need to work on, Students developed become more self-reliant, self-directed learners. They are then in a position to evaluate their performance objectively and make judgments regarding the subsequent set of work goals they ought to set.

The fourth strategi was memorization, This tactic is employed by the teacher when teaching English vocabulary. Students make guesses and fill in the blanks while using a pictorial dictionary. Students are split up into several groups for this activity. They employ a picture-adorned card or sheet of paper. Students then display the card to their groups in front of the entire class. Then, within 10 seconds, students from their groups must answer questions using visuals and swiftly spell words using the dictionary. The group won't receive a score if they are unable to respond to the question. A penalty will be applied to the group that receives a lower score than the other group. Singing or dancing is used as a form of punishment.

Students benefit from this tactic since they love engaging in class. After reading a material, students always perform games to help them feel at ease during the learning process. For this particular activity, students form circles in groups. Playing this game makes them pleased, which inspires

them to keep learning and getting comfortable. With the help of this game, kids are forced to cooperate in teams and interact verbally with their friends.

The researcher observed a student activity in which they participated in a game. The students had access to word games that were useful for improving their word understanding memorization as well as for making the learning process more enjoyable. While the other students made educated guesses about what was to be described, some students characterized some photographs using previously agreed words.

According to the description given above, children may be able to comprehend a new concept or idea, adopt a new perspective, or experiment with various possibilities or variables by playing a game. For students to internalize crucial language and concepts, they require a lot of practice. Students must be interested for the practice to be meaningful, and let's face it, endless workbook pages or textbook exercises aren't usually very interesting. Students can learn a variety of skills through playing games, including critical thinking abilities, creativity, teamwork, and good sportsmanship. Students can make a number of connections with the material while playing games, and they can create memorable learning experiences. Students often remember the amusing, ridiculous, or unusual events and retain the vocabulary and grammatical structures we are studying. Learning can be aided by a satisfying emotional connection. Many games may include a variety of inputs; for example, some students may recall the vocabulary words from acting them out, while others may recall

reading the clues, and still others may recall hearing their peers scream out the answers. For students, games can offer a range of sensory experiences.

B. Discussion

This section presents a discussion of the research results. There are two research questions posed in this study. The research problems stated:

1. The Type of Teachers' Strategies In Teaching Vocabulary at Sixth Grade Students of SDN Tanjung Samalantakan
2. The Use of Strategies In Teaching Vocabulary To Young Learners at SDN Tanjung Samalantakan?

Therefore, this question seeks answers about the teacher's strategy in teaching English Vocabulary to young learners. To answer the research problem, qualitative descriptive is used.

1. The Type of Teachers' Strategies In Teaching Vocabulary at Sixth Grade Students of SDN Tanjung Samalantakan

According to the research's findings, the teacher's strategy for teaching vocabulary were very diverse. In order to teach vocabulary, the teacher employed a variety of strategy, including translation, explanation, enumeration, memorizing, playing games, and singing. The application of these techniques is based on the subject matter and environment of the class. The researcher believes that using some of the aforementioned instructional methods is beneficial.

The researcher concludes that the teaching tactics listed above are pertinent to fostering students' vocabulary development based on

Mofareh Alqahtani's theory of vocabulary teaching strategies (2015, p. 26). For students, the teacher's approach to teaching English vocabulary is crucial. Teachers employ a variety of instructional techniques. These techniques make learning vocabulary easier, quicker, and more enjoyable for pupils, supporting vocabulary growth.

2. The Use of Strategies in Teaching Vocabulary To Young Learners at SDN Tanjung Samalantakan

This research focuses on the strategy used by teachers in teaching English vocabulary to young students at SDN Tanjung Samalantakan. The four strategy employed by English teachers are as follows: at SDN Tanjung Samalantakan. Among them are teachers using the strategy of: translation, explanation, enumeration, memorization.

The first strategy involved translation, where the teacher gave students the option to consult dictionaries and ask questions if they did not understand the words. For example, "about day" meant singing about the day, "about fruit" meant singing about fruit, and "if for 4 5 6 there are some who use songs" meant singing songs that suited the theme of the chapter. She also prefers to translate words directly; for example, the word cook simply means to prepare food in that way; in the chapters titled "cook," "cooked," and "cooked," all verbs and nouns from the new language are translated in this way. It is similar to Mofareh Alqahtani's approach to teaching vocabulary. (2015, p.26),

The second strategy was explanations, The teacher explains the purpose of each term before the pupils remember ten vocabulary items because they have two meetings with the English teacher in a week. The teacher always instructed the students to carefully read their materials, and if they were unable to understand the words themselves, they were to remember the words. Additionally, the teacher provided context-based vocabulary instruction to the children. Because the words should be introduced within the context of a story, everyday circumstance, sport, activity, or whatever context her students are already familiar with, she carefully described the words in front of the class. It is in accordance with the discovery of (Gili Nur Indah Liyaningsih, 2017 and Sasa Astra Pamungkas, 2012)

The third strategy was Enumeration, this game was used by the students to increase students' memorizing the words. Additionally, students added brief papers from various sources to demonstrate their comprehension-building and word-memorization skills. Instead of working in groups, the students formed a circle in the classroom. They continued their pals' writing as they penned the text. Each student was given a piece of paper, and they were instructed to write one statement describing the book they had just read. After completing this task, the students were required to read it aloud to the class. Because the majority of the stories were humorous, all of the kids eagerly listened to their classmates tell them, and they should encourage one another to become

strong readers. It is in accordance with the discovery of (Gili Nur Indah Liyaningsih, 2017 and Sasa Astra Pamungkas, 2012)

The fourth strategy was memorization, When studying English vocabulary, the pupils employed this tactic. Students guess, fill in the blanks, and use a pictorial dictionary. The pupils are split up into various groups for this game. They employ a card or piece of paper with an image on it. Students then display the card to their groups in front of the class so that everyone can view it. Students from their group then respond to the visual and spell the words within 10 seconds by swiftly locating the dictionary. No points are awarded if the group is unable to respond to the question. The team that receives a lower score than the other teams will incur a penalty. This penalty consists of singing or dancing. Students benefit from this tactic since they are motivated to learn after using it.

From the discussion above, We can observe how the teacher's strategies for teaching English vocabulary to young pupils in Tgs elementary schools help them learn new words, gain knowledge, and come up with faster, easier, and more enjoyable ways to practice sharing ideas. The teacher employs four strategies: translation, explanation, enumeration, and sung songs that correspond to the chapter's theme. Translation is one of the teacher's preferred methods, and he also favours direct translation. Before students learn words, the teacher explains their functions. Memorization, in which the instructor aids the pupil in

discovering new language and memorization of it. It is comparable to Mofareh Alqahtani's philosophy of vocabulary teaching techniques (2015, p.26).