

## **CHAPTER IV FINDINGS AND DISCUSSION**

The researcher attempts to provide a clear description of the findings and discussion in this chapter. Findings describe how to collect data and answer the study question. Discuss how to compare the results and theories.

### **A. Findings**

#### **Types of Strategies The Teacher Use In Teaching Vocabulary At Rural Area**

Strategy of the teacher used in teaching vocabulary at rural area to increase students vocabularies in learning English and helped students to understand a text, material, and etc.

Based on observation was done by researcher that strategy of teacher used in teaching vocabulary at rural area. Teacher used some strategies in learning English which these strategies was very helpful teacher.

##### **1. Look and Tell**

First strategy the teacher use in teaching vocabulary at rural area, where teacher gave pay attention to them in ordered to students still have understand the meaning of the vocabularies. Here, the teacher use greeting formal first for the students in order to be habit. The teacher asked to student looking for meaning like good morning, how are you, I am good, I am not good after that teachers explaining what they spoke about adjectives like happy, sad, glad, worry, angry, and etc.

The teacher began with pleasantries, and then the pupils answered it. Following greetings, the teacher requested and reiterated the previous material. The teacher inquired about Indonesian words, and the students responded in English. According to observations, the instructor is given vocabulary material and statements about numbers, young learners observe the teacher pointing to words on the board or pointing to printouts on pages or in textbooks on their own. After repeating the material, the instructor presented the material on Adjectives, which includes saying red, blue, white, yellow, green, etc. Before beginning the lecture, the teacher uses a flash card to demonstrate color pictures. The teacher reads the color to the students during this section in order to students could speak and know meaning of colour that teacher said.

## 2. Realia

In this part, strategy of realia was the teacher brought colour card and provided a full sample of color names. After giving the young students 10 examples of vocabularies in the classroom about color names and descriptive adjective, the teacher encourages them to stand up and repeat the word in front of the class. When teaching vocabulary, the teacher begins by reciting the names of color using *is it a...? And what is it...?* students ask. The teacher holds up or points to the item, speaks the term, and then asks the pupil to repeat what they said. This activity is repeated by the teacher, and the pupils imitate purposing in this strategy was repeating of word in ordered to student could speak. The simple subject utilized in this section the vocabulary connected to colour names and descriptive adjective as follows:

### Colour Names

- a. It is **yellow**
- b. It is **blue**
- c. It is **red**
- d. It is **white**
- e. Etc.

### Descriptive Adjective

- a. It is a **white cat**
- b. It is a **new newspaper**
- c. It is a **round table**
- d. She is a **beautiful baby**

### 3. Choral Training

Here students listen while the teacher presents words about like happy, sad, glad, worry, angry, and etc in Indonesian and then English. The children listened to the vocabulary first, and then the instructor introduced vocabulary about what they feel using a song with the Indonesian song tone naik-naik ke puncak gunung and made the students felt interested as well as more enjoy in learning English even teacher asked to students sing a song with clapping hand. This activity is repeated by the teacher with using another song. The instructor then instructs the children to proceed to the yard. The pupils impersonate and sing song with the perfect intonation and pronunciation. The teachers conduct question and answer sessions utilizing guessing games (guessing). Is it a ...? And that is

a...., Student responded. When all of the tasks are completed, the teacher invites the children to return to class.

First of all, students study on a regular basis about adjective and develop their vocabulary. So, the teachers guided the students in naming color, descriptive adjective, and explained about the name of colour, descriptive adjective in ordered to students knew material.

#### 4. Translation

The instructor or teacher ask and answer questions to the pupils. The teacher instructs the students to find meaning of color names and descriptive adjective, then teacher asks each pupil to name three different color that they know meaning and three different descriptive adjective. When one student mentions anything, the other students should pay listen and say meaning of the word that students mention. All of the young students rehearsed, and then the teacher questioned whatever sections they did not grasp. If all pupils comprehend, the teachers will continue to ask them to sit. This activity will assist pupils in learning and memorizing language. After completing this task, teachers ask students to write down 10 colors and descriptive adjective, and look them up in a dictionary and recognize meaning every word that they write. .

First of all, the teachers provided evaluation through a question and answer about meaning colour and descriptive adjective that have been done by students in ordered to they could remember vocabulary that was learned, teacher ask student *what is the meaning blue, what is the meaning green, what is the*

*meaning new car, red flag, and etc.* As well as to reflect on what students had learned during the learning process. Every student was evaluated for their skill or ability vocabulary more developed, and their performance was graded.

Based on observation and interview above, researcher can concluded that teacher used several strategy, they are look and tell, choral training, realia, and translation for young learners in a rural area to develop their vocabulary and teacher applied some media to make students enjoy in learning vocabulary and three times reseacher observed teacher focused on material adjective, asked to student write about adjective, looked for meaning in dictionary because the young learners still had been not habit yet. It was the teacher used strategy translation in ordered to improve their vocabulary and meaning word.

The goal of this qualitative study was to discover the English teacher's tactics for vocabulary at rural area. After the consent form was distributed, one participant was interviewed to answer questions regarding the study. Data were gathered through interviews. The overall conclusion was that each participant investigated their responses to the English instructor tactics for young student involvement in class.

The result of interview with English teacher is as follow:

*English teacher told that situation class when the teacher taught young learners they were very interested in studying English because they felt enjoying learning process, even English teacher have strategy in teaching vocabulary, it was translation strategy in teaching student vocabulary because the teacher explained*

*that for young learners had to introduce the vocabulary and meaning word in order to know it. The teacher gave reason why choosing this strategy because the teacher feels that the introduction of vocabulary is very necessary in teaching English to young learner who have never studied English before, teacher introduced new vocabulary to students with using a strategy to guide the students to discover new vocabularies starting from identifying word by word to a good sentence, teacher felt his strategy success because In general, this strategy was working in teaching and learning vocabularies of students who have never studied before, English teacher often used media in learning related to vocabulary those were taught directly to students such as flash card, so far the teacher had never felt it difficult in the learning process, ability students average in accepting learning material with using strategy by teacher do student can learn vocabulary directly with the guiding of the teacher, teacher used other strategy to learn students such as direct and indirect strategy by using clue of vocabulary if the students misunderstand by what the teacher explained, For increasing students motivation in learning the teacher gave reward to them*

## **B. Discussion**

This section contains a discussion of the research findings. In this study, one research topic was proposed. This study focuses on the teacher's strategies for teaching English vocabulary to young learners in rural areas. After the data obtained by researcher through observation, and interview. Data were presented through the discussion of the findings. Which it was response of research questions and theory study discussed earlier. This was discussed with findings of

researcher over a field that was based on the research about teacher's strategy for teaching English vocabulary in rural area.

### **Types of Strategies The Teacher Use In Teaching Vocabulary At Rural Area**

Based on the results, the teacher provided pupils the opportunity to look up the terms in dictionaries and pay attention in order to students focus on material. Then the teacher also used sing songs and flash cards that matched the topic of the chapter, for example, about day implies singing about the day about color, feeling, and descriptive adjective. Adjective are helpful for them to answer anyway. He also prefer direct translation, for example, blue means biru, glad means senang, new newspaper means koran baru, white cat means kucing putih, and etc. Teacher's strategies in teaching vocabulary for young learners in a rural area are look and tell, choral training, realia, and translation. Some strategies that the teacher used have function and correlation, the first the teacher pays attention to students in learning English vocabulary, the second the teacher uses singing a song in order to students feel enjoying in learning process and bring flash card as media to support in teaching learning vocabulary, then teacher said point to the item and asking the students repeat it, after that the teacher instructs the students to find meaning of color names and descriptive adjective. The instructor then asks each pupil to name three different color that they know meaning and three different descriptive adjective. When one student mentions anything, the other students should pay listen and say meaning of the word that students mention, This activity will assist pupils in learning and memorizing language. After completing this task, teachers ask students to write down 10 colors and descriptive

adjective, and look them up in a dictionary and recognize meaning every word that they write. The last the teachers guided the students in naming color, descriptive adjective, and etc. As a final exercise, the teachers provided evaluation through a question and answer about meaning colour, descriptive adjective that have been done by students and to reflect on what students had learned during the learning process. Every student was evaluated and could develop their vocabulary in ordered to students were easier in understanding material. So, the finding is obtained by researcher according to theories existing.