

THE IMPLEMENTATION OF VOCABULARY BUILDING STRATEGY IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

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Abstract

Vocabulary as one of English component and it's very important to learn. Before the students master the four skills they have to know some vocabularies to support them in learning English. English vocabulary as one of the language skill elements has an important role for young learners in learning foreign languages. In presenting English, especially vocabulary, the teacher should be creative in choosing materials and able to stimulate the student's interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Teaching English for young learner is different from teaching adults in a way that they are often more enthusiastic, active and easily adaptive than adults. The type of this research is descriptive qualitative research. This research is a descriptive qualitative research that focuses on vocabulary building strategy in teaching vocabulary to young learners. It describes the technique and method used by the teacher in teaching English vocabulary to young learner.

Keywords: *Vocabulary, Building Strategy, Young Learner*

INTRODUCTION

Teaching English has developed dramatically in the recent years. because globalization impact and everyone should understand English as their International language. The development of English education can also be seen in Indonesia, in which English starts to be taught earlier to young learner. There are four skills that should be mastered by students in learning English. They are speaking, listening, reading, and writing. Besides the four English skills, to support the mastery of the four language skills the students should have well understanding of English components such as vocabulary, pronunciation, and grammar. vocabulary is core component of listening, speaking, reading and writing. Vocabulary is very important to be learned by the students who want to master a language. English vocabulary as one of the language skill elements has an important role for young

learners in learning foreign languages. In presenting English, especially vocabulary, the teacher should be creative in choosing materials and able to stimulate the student's interest.

The teacher needs to manipulate some strategies to support the teaching and learning process. Teaching English for young learner is different from teaching adults in a way that they are often more enthusiastic, active and easily adaptive than adults. Elementary school students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exiting.

Identification of Problem

Based on the background of the study, here some reasons why the researcher identifies the vocabulary building strategy in teaching vocabulary. First, teaching vocabulary to young learner

is not easy. Second, teaching English for young learner is different from teaching adults.

Problem Statements

Based on the background of the study, the researcher formulates some problems as follows: (1) How is the implementation of vocabulary building strategy in teaching English vocabulary to young learners at pesantren Daar el-qolam 3? (2) What are the problems of implementation of vocabulary building strategy in teaching English vocabulary to young learners at pesantren Daar el-qolam 3? (3) How is the problems solving of the implementation of vocabulary building strategy in teaching English vocabulary to young learners at pesantren Daar el-qolam 3?

Review of Related Literature

Teaching Strategy

Strategies are steps or action a taken for the purpose of winning a war, another definition of strategy is an effort to achieve success goal. In an education context, J. R David in Hamruni, stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal.

According to (Hamruni, 2009) the components of teaching strategy are consisting of: Teacher is teaching agent so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy cannot manipulate the teacher; Student is component that does study program to improve ability to reach study purposes; Purpose is base to determine strategy, material, media and teaching evaluation. So that, in teaching

strategy, determining purpose is the first thing that must choose by the teacher; Teaching material is media to reach teaching purpose. According to (suharsini, 1990) teaching material is core component in teaching process; Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student role and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to variety of audiences in a variety of contexts; Media is the plural form of the term "medium". Media includes many things around us, like television, computer, picture, radio, and newspaper. In education, there are the certain media used in teaching learning process to convey the knowledge to students. this called by the media education; Evaluation is component to know the result teaching-learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative; Environment influence teacher in decides teaching strategy. Situation in this matter means situations and physical condition, such as: climate, school, location, facilitation, and others.

Vocabulary

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman, S. B., & Dwyer, J., 2009). (Thorburry, 2002) "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single

word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea.

There are two types of vocabulary, they are active and passive vocabulary (Read, 2000). While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

The Teacher's Vocabulary Strategies

Similarly, searching for theoretical background and, at the same time, for practical advice for this investigation, by (Virginia French, 1983) was found most useful in this area since it is devoted entirely to the presentation and exemplification of practical techniques in the teaching of vocabulary.

There are several strong reasons for which the vocabulary components of language course need to be carefully planned. Firstly, because different vocabulary gives a greatly different return for learning, it is important to make sure that learner has a good control of high-frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course makes vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses.

Young Learners

There are many statements about meaning of Young Learners. "Young learners are convinced as students of English between age of 7 and 15". The young learners are students who are

studying in Elementary or Senior High School aging 7-15 and they studied English as second language.

In learning a foreign language, children and adults have different perceptions because they have different characteristic. Children are more enthusiastic than adults. Moreover, they like to please their teacher but they can lose their interest easily in the materials given (Cameron, 2001) stated that children have a number of characteristics that teachers of English need to keep in mind when they are planning to set up activities. They are high motivated, enthusiastic and lively learners.

RESEARCH METHOD

The Research Design

The type of this research is descriptive qualitative research. This research is a descriptive qualitative research that focuses on vocabulary building strategy in teaching vocabulary to young learners. It describes the technique and method used by the teacher in teaching English vocabulary to young learner in pesantren Daar el-qolam 3.

Research Setting

Place of Research

The research was carried out at pesantren Daar el-qolam 3 which are located at pangkat, Jayanti, Tangerang. Daar el-qolam is one of pesantren in Banten.

Time of Research

The researcher conducted the research from 1 may 2018. Before to the study conducted, researchers have conducted a pre-research on the 9 May 2018.

Subject and Object of Research

There are two subjects of the study in this research the teachers and the students, firstly is the seventh-grade students and the teacher who taught English vocabulary. The researcher took seventh-grade students as the sample. Whereas, the participants of this study are teacher and students of the seventh grade of pesantren Daar el-qolam 3.

Research Instrument

The instrument of the research is the researcher himself because it is descriptive qualitative research. The researcher during the entire process of the researcher takes roles as a designer, data collector, analyst, data interpreter, and result reporters of the research (Moleong, 2001). The instruments used for gathering the data were; observation, interview, and documentation.

Research Data Collection

Observation

In this observation, the subject of observation is teacher and student's activities in teaching English vocabulary class. It focuses on the vocabulary building strategy in teaching vocabulary. The observation is done by the researcher in the seventh grade of junior high school in pesantren Daar el-qolam 3.

Interview

The researcher adds the document by conducting interview with the English teacher and student of pesantren Daar el-qolam 3 recorded using audio recording. The researcher asks the teachers and students about the condition of the class and how does the learning process occurs.

Documentation

Document refers to materials such as photographs, videos, films, memos, letters,

diaries, clinical case records and memorabilia of all short that can be used as supplemental information as part of study whose main data source is participant observation or interviewing.

Research Data Analysis

In analyzing the data, the researcher used the descriptive method. To describe the teacher's strategies in improving students writing.

FINDING AND DISCUSSION

Finding Description

This part presents the research findings which the researcher found in the field by doing observation and interview. It related to the teacher's strategies in teaching vocabulary at pesantren Daar el-qolam 3. After the researcher investigated the teacher's strategies in teaching vocabulary, finally, the researcher got some data. The following researcher presents the findings of the study that are divided into three findings:

The implementation of Vocabulary Teaching Building Strategies

The material used by the teacher in teaching vocabulary at the seventh-grade students of pesantren Daar el-qolam 3. Material in teaching occupies a very important position of the overall curriculum, which should be prepared for the implementation of learning to achieve the target. The teacher uses the material to develop the student's ability and knowledge and hopefully, it should help the students to understand the lesson easily. Then the material should be appropriate with the lesson plan and syllabus. The material as follow: Hospital, Food and Drinks, Times, Clothes and Color, and Thing in the Bedroom.

The media used by the teacher in teaching vocabulary at the seventh-grade students of pesantren Daar el-qolam 3. Based on the observation and interview with the English teacher, the researcher found that there are some media used by the teacher in teaching vocabulary. Media plays an important role in a teaching and learning process. the use of media is very needed to teach the purposes of teaching and learning and it should be various. The using of media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are some media used by the teacher in teaching:

Picture

One of the media that the teacher used in teaching is picture. Using picture in teaching is very needed by the teacher especially in teaching vocabulary. Based on the observation that the researcher did on Wednesday, 4 May 2018 at the seventh grade, that was touch by Mrs. Ojah, researcher found that the teacher use picture in teaching vocabulary, let see for example in material about Clothes and Color.

Realia / Real Thing

On of media that the teacher used in teaching is real thing. One way of presenting words is to bring the things into the classroom or bringing into room. Words like o'clock, jacket, etc. can obviously present in her way. Based on the observation at the third-grade students of pesantren Daar el-qolam 3. that was touch by Mrs. Ojah on Wednesday, 9 May 2018, she teaches the students by using real things when she explained about times. she took watch then he said, "it is 7 o'clock". Based on the interview with the teachers

and students, the teachers said that they often use real thing in teaching vocabulary.

Video

Based on the observation, the researcher found that the teacher uses video as one of the media in teaching. On that day the teacher shows video, that is about thing in the bedroom. It was done in order to give the students clear understanding about it.

Student English Book

Student's English book is one of media that use by the teacher. Student's English book is very needed by the teachers and also by the students. Student's English book contains the material that the teacher uses in teaching. The Student's English book or students supplementary book from the other.

In addition, the students also more interest with the lesson if the teacher uses multimedia in the class. The use of LCD also makes the students do not feel bored in learning English, even they look more active during the lesson. It can be seen when the teacher teaches thing in the bedroom. The teacher uses LCD to show their video.

The technique of vocabulary building strategy used by the teacher in teaching vocabulary at the seventh-grade students of pesantren Daar el-qolam 3.

Based on the interview with the English teacher and also from the observation the researcher found that there are some techniques that the teacher used in teaching vocabulary. The technique that the teacher used such translation, memorization, playing games and also sing a song. The teacher often asked the student to come to in front of the class and answer

the question on the white board. Here are the explanations of the techniques above:

Translation

One technique that usually used in teaching vocabulary is translation. In translating the meaning of the words, the teacher had applied indirectly and directly. There are various ways applied by the teacher in translating the word's meaning. Based on the observation in 1 may, the researcher found that the teacher used two languages when she explained words in teaching process. The teacher doesn't explain the material full in English. Based on the observation, the researcher found that the teacher used Indonesian translation in explaining words meaning.

Memorization

The teacher also often motivates the students to always study hard. They also often asked the students to memorize a lot of vocabulary. If the students have a lot of vocabulary, the teacher believes that the students will have a good score in English. The teacher use memorization in teaching. The teacher asked the students to memorize the words that she has written on the whiteboard but the students must close their book.

Playing Games

Other activities that support the student's vocabulary were games activities. The students will be interesting and also not feel bored with the lesson. In word games, the teacher taught by presenting pictures such as picture clothes, thing in the bedroom or time. Here, the teacher gave picture to the students, then asked them to describe the picture. So, other students could understand or found the meaning of vocabulary based on the picture. Through that word games, the

students could learn vocabulary in more joyful ways. It also increased their motivation to learn vocabulary.

The problem in the implementation of vocabulary building strategy at the seventh grade

Seventh-grade students of pesantren Daar el-qolam 3 Based on the observation, there are some factors that make problem in teaching and learning vocabulary. The problem derived from two aspects. They are from the teacher, the students. The detail of the problems described as follow:

The teacher

The first problem can be derived from the teacher itself. The problems make the teacher can't teach their students effectively. The teacher's problem in motivates and less creative in giving material. The teacher's problem described follow:

The teacher has problem in motivating the students to learn vocabulary and less creative, Sometimes the teacher has problem in motivating the students. Motivation is very important to the students. Based on the observation, the researcher found that the teacher always tries to motivate the students but sometimes the teacher feels hard to motivate the students and the teacher less creative in learning process. So, the some of the students became lazy in learning English especially in learning vocabulary and finally they more like to play with their friends or make something else activity.

Sometimes the teacher also has a problem to manage the classroom. The teacher got difficult to manage the class because every student has different characteristic. Based on the observation, 9

May 2018 that was touch by Mrs Ojah, the researcher found that some of the students make a noisy or the students more like to play with their friends during the lesson. The teacher was difficult to control the class. So, the teaching-learning process didn't run well.

The Students

The second problems can be divided from the students. The problem of the students may be problematic because usually the students have more than one problem in learning English. The problem from the students described as follow:

The class environment also gives the big influence to the students, if most of the students in that class are smart the other students will grow smart also but if most of the students in that class have low score in English, usually it will be affected to the other students. based on the observation, 9 May 2018 at pesantren Daar el-qolam 3, the researcher found that some of students more like to chat or play with their friend during the lesson. While, based on the observation in 9 May 2018 at pesantren Daar el-qolam that was taught by Mss. Ojah.

Based on the interview that the researcher did with the students, the researcher found that some of the students feel hard to learn vocabulary because sometimes the students don't know the meaning of a word in Indonesia or they feel hard to memorize vocabulary. Based on the observation and interview the researcher concluded that there are some problems of the students. The student's problem such as the student's motivation in learning English. Some of the students have low motivation in learning English; they often play with their friends during lesson. Then, some of students also have

low confidence in practice English and sometimes the students feel hard to learn vocabulary because there may be some difficult words that faced by students in learning vocabulary.

Table Post-test of English vocabulary test

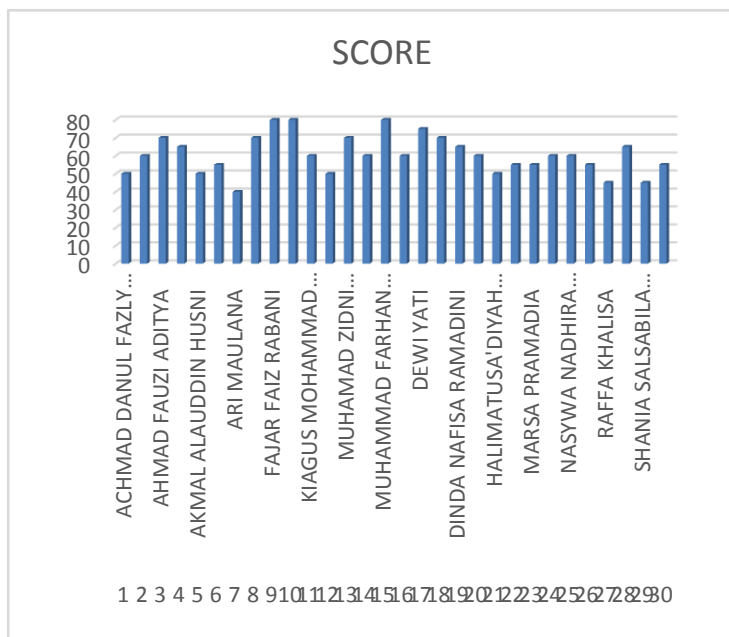
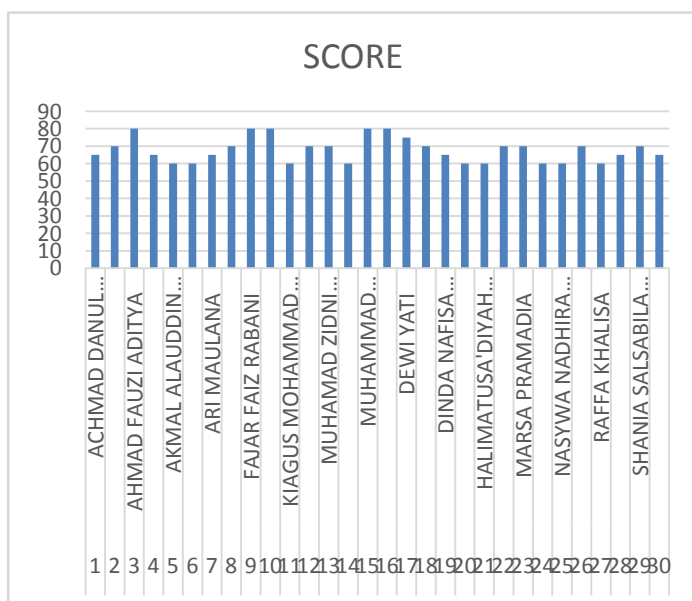


Table Post-test of English vocabulary test



CONCLUSION

According to the findings of the research that the researcher gathered in pesantren Daar el-qolam 3, especially at the seventh-grade students. there were the conclusions of the research findings: The first is about the material, teaching technique and the media used by the teacher. The material used by the teacher are: Hospital, Food and Drinks, Times, Clothes and Color, and Thing in the living room. The technique of vocabulary building strategy used by the teacher: translation, memorization, playing games and sing a song. The media used by the teacher: picture, real things, and student's English book. The second is the problem faced by the teacher and student in teaching-learning process.

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