



**TEACHERS' STRATEGIES IN TEACHING VOCABULARY At
SD Negeri 138 SABAJIOR**

A THESIS

*Submitted to State Institute of Islamic Studies (IAIN) Padangsidimpuan as
A Partial Fulfillment of Requirement Degree of
Islamic Education(S.Pd.) in English*

Written By:

**NURHAYANI
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN PADANGSIDIMPUAN**

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Assalamu'alaikum Wr.Wb.

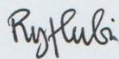
After reading, studying and giving advice for necessary revision on thesis belongs to *Nurhayani*, entitled "*Teachers' Strategies in Teaching Vocabulary At SD Negeri 138 SABAJIOR*", We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Educational Scholar (S.Pd) in English Program, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the thesis Examiner Team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.

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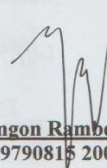
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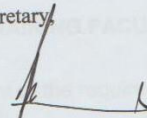
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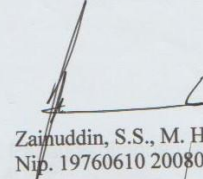


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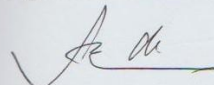
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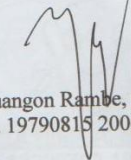
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ABSTRACT

The problem of this research was taken based on fact in using strategies in teaching vocabulary. The researcher identified many strategies in teaching vocabulary but there were teachers' did not use various strategies in teaching vocabulary, because of that there were many students were low in vocabulary. In this research, the reseacher wanted to anlyze the teacher's strategies in teaching vocabulary, and teachers' problem in teaching vocabulary.

The methodology of this research was conducted by qualitative approach and descriptive method. The source of the data for this research was English teacher. The instrument for collecting data the reseacher used observation and interview. The reseacher analyzed the data by: managing, reading, describing, classfying, and interpreting data, for checking the trustworthiness of the data reseacher used the application of observation and triangulation.

1. Teachers' Strategies in Teaching Vocabulary to Young Learners at SD Negeri 138 Sabajior were: a. Using Games; 1) Animal Twister Games, 2) Whisper Games, 3) Guess the Word Games b. Flashcard. 2. Teachers' problems in teaching vocabulary to young learners at SD Negeri 138 Sabajior were: students did not follow the discussion, students confused when he instruction about animal twister, students made a joke and moved from one group to another group, students did not serious until learning process out of control. the students did not discuss together about the answer key, students did mistake when written the answer Guess the Word Games in the blackboard, lack of media from the school, students lack of vocabulary.

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Firstly, researcher would like thank to Allah SWT who has given researcher the cans to finish this thesis. Secondly, blessing and peace be upon to prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

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4. RayendrianiFahmeiLubis, M.Ag., as a chief of English education Department IAIN Padangsidimpuan.
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Padangsidempuan,
Researcher,

NURHAYANI
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Vocabulary is one of important language elements that the students should develop it. Having a lot of vocabulary will be enable the students to construct the sentences, and then eventually lead them to establish a communication among them. Mastering a great deal of English vocabulary for achieving communicative skills is therefore very essential. “Vocabulary is often more important than grammar. It is frustrating for intermediate student when they discover cannot communicate effectively because they do not know many of the words they need. It could be caused by many factors, for example, the quality of the methodology of teachers is not qualified, the motivation of the students is still less, and the teaching strategy is not suitable and less vocabulary, and so on.

Vocabulary has an essential role in talking about language, so vocabulary is very important in learning a foreign language. Nunan propose that in the early stages of learning and using a second or foreign language, one is better serve with vocabulary. Vocabulary is the lexical unit or lexicon unit is written language what it is called word.

In addition, vocabulary devices into two parts. They are: productive vocabulary and receptive vocabulary. Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct

grammatical pattern along with the words that usually collocate with. Receptive vocabulary cover words which not essential for production in speaking, in listening, reading and writing. Vocabulary contribute necessary impact on foreign language learning. Some theories propose that learning foreign language basically is matter of learning vocabulary of the language. The following illustration will present significances of vocabulary mastery for our life:

First, vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her: 1) listening, 2) speaking, 3) reading, 4) and writing. Without a share of doubt, the researcher said that the acquisition of vocabulary will be gained people, understanding, and also enhancing the process of knowledge able transfer for a better life. Indisputably the chance for progress or success in any kind of fields, like computer, technology, economy, politics, tourism, and educational increase with the size and application of vocabulary.

Second, vocabulary is critically important because a word is an instrument for thinking about the meaning with it expresses. Vocabulary will help students to understand what they read and comprehend what another people say. Vocabulary is the foundation to build language which plays a fundamental role in communication and it is the first priority in learning English and it will have we easy get of information in listening such as: radio, native speaker and television.

The last, vocabulary is a component of language that maintains all of information about meaning and using word in a language and one of the first thing

apply linguistic turn attentions. Vocabulary mastery has a significant role for language learners in mastering four skills of the language and also can increase quality of human life.

Vocabulary can affect listening, speaking, writing, reading, skills. In listening, vocabulary can influence how far we understand some statement, opinion, speech or discussion. In speaking the words are chosen affect how well the impression someone make and how people react to her/ him. In reading, the more the students has vocabulary, so the students more understandable the text that read. In writing, vocabulary determines how clearly and correctly; we can state our opinions or ideas to other or vocabulary influence how many students understand a speech or discussion.

In English teaching, especially vocabulary, the teacher should be creative in choosing the materials and able to stimulate the students interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Strategy for teaching learners offers an overview of basic principle practices and method that provide a broad foundation for educating English learners, including such topics as the influence of cultural on schooling, the cultural practices of schooling, and the sociopolitical context education. Strategy includes target activity, whose, in concerned in activity, fill activity, process activity and medium of activity supporter.

Then, English teachers must be used a good strategy, efficiently and effectively. To achieve the teaching goals, the teacher must have a strategy that is

right for students, because with the right strategy, the students will feel fun and students want to learn with their teacher. Teachers in learning process must to make the classroom atmosphere is conducive and convenient for student because of the condition that will[make the students feel like learning especially in vocabulary.

The researcher compares about three schools that were at SD Negeri 142 Hutabaringin, 139 Sirambas, 138 Sabajior. Based on the data is gotten by researcher from English teachers, at SD Negeri 142 Hutabaringin mark of the students are good enough especially in vocabulary, from the result of report value. The students get result higher than 70, whereas the KKM (Minimum Mastery Criteria) in SD Negeri 142 Hutabaringin is 70. So, that the students average values is 77,23. Also at SD Negeri 139 Sirambas the KKM is 70. Some of the students in SD Negeri 139 Sirambas get result higher than 70. So that the students average is 77,96. But it is different from the other; at SD Negeri 138 Sabajior English learning is low in vocabulary. The KKM of the student English in SD Negeri 138 same with the other is 70. But most of the student still get results lower than 70. So that the students average value at SD Negeri 138 Sabajior is 66,89. So the lowest of the students average in the three of the elementary that mentioned above is 66,89.

Based on the explanation above, the students' vocabulary ability are still low in (SD Negeri 138 Sabajior). There are some problems on students' vocabulary mastery to young learners. The first, the students vocabulary are still low. So that it

makes them difficult to express their ideas of feelings or to understand written or oral communication, so without vocabulary, nothing could be conveyed. The second, the teacher is less in comprehended about method and variation used in teaching vocabulary and also the school has less media or facilities. The third, motivation of the students is low in learning vocabulary because they fell learning vocabulary is difficult.

Based on the result of interview that done to English teachers, that teacher still did not use various method or strategies student on teaching vocabulary.. In teaching vocabulary the teachers just give the word without by giving context so that the students don't understand. If the teachers apply a good strategy of course they can teach their students well. The process of learning vocabulary can be more interested for students and the teaching vocabulary can more successful because the students are not easy to fell bored.¹

Based on the explained above, the researcher interest to conduct the research about "*Teachers' Strategies In Teaching Vocabulary At SD Negeri 138 Sabajior*"

B. Focus of the Problem

Based on the above background of the problem, the reseacher focuses the problem of the research on Teachers' Strategies In Teching Vocabulary at SD Negeri 138 Sabajior.

¹ Private interview with Mr. Muhammad Aswan S.Pd, English teacher of SD Negeri 138 Sabajior at Wednesday, 06th 2016

C. Formulation of the Problem

Based on the limitation of the problem above, the formulation of the this research are:

1. What were the teacher's strategies in teaching vocabulary at SD Negeri 138 Sabajior?
2. What were teacher's problems in teaching vocabulary at SD Negeri 138 Sabajior?
3. How the teacher's overcome the problems in teaching vocabulary at SD Negeri 138 Sabajior?

D. Purpose of the Research

Based on the formulation of the problem above, the purpose of the research are:

1. To describe teacher's strategies in teaching vocabulary at SD Negeri 138 Sabajior.
2. To identify teacher's problems in teaching vocabulary at SD Negeri 138 Sabajior.
3. To know the teacher's overcome the problems in teaching vocabulary at SD Negeri 138 Sabajior.

E. Significances of the Research

Hopefully the research will give a good influence for:

1. Teachers of SD Negeri 138 Sabajior, to develop their capability in teaching vocabulary.

2. Headmaster of SD Negeri 138 Sabajior, to develop and encourage English teacher to teach vocabulary best.
3. Other reseacher, result of this research as reference and standing point for studying the other subject in the field of language teaching.

4. Definition of Key Term

Avoiding vagueness and misunderstanding in assuming the title of the research. Then it clarified the defenition of the focuses as the defenition of the key terms in title teachers' strategies in teaching vocabulary at SD Negeri 138 Sabajior as in following:

1. Teacher: According to Wina Sanjaya in his book” Strategy Pembelajaran Berorientasi Standar Proses Pendidikan” a teacher is a person charged with the responsibility of helping other to learn and behave in new different ways.²
2. Stategy: David Nunan stated that “strategies can be defined as conscious actions that learners take to achieve desired oals or objectives”.³
3. Teaching: According to Oxford dictionary by Hornby A.S teaching means the occupation, profession, or work of of the teacher or ideas or principles thought by an authority.⁴

²Wina Sanjaya, *Strategy Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Prenada Media Group, 2010) p. 15

³David Hornby, *Practical English Language Teaching* (New York: Mcgrown- Hill Companies Inc, 2003),p. 77

⁴A. S. Hornby, *Oxford Advanced Learners* (New York: Oxford University Press, 2000) p.442

4. Vocabulary: According to Hornby in his dictionary “vocabulary is the total number of words that establish a language, such as words should be combined by using certain rules.”⁵

So, teacher strategies in teaching vocabulary in this research means teachers’ planning and teachers’ ways in teaching vocabulary to improve students’ ability in vocabulary such as words should be combined by using certain rules.

5. Outline of the Thesis

The systematic of the research was divided into five chapters. Each chapter consists of many sub-chapters with details as follows:

Chapter I, it consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research, definition of the key terms, and outline of the thesis.

Chapter II, it consisted of theoretical description about teachers’ strategies, teaching vocabulary, kinds of strategies in teaching vocabulary and review of related findings.

Chapter III, it consisted of place and time of the research, research design, the participants of the research, instrumentation, the technique of collecting data, the technique of analysis data, technique of checking trustworthiness.

⁵*Ibid.*, p. 347

Chapter IV, it was the result of the research talking about the analysis of data (the result of research). This chapter consists of the description of teacher's strategies in teaching vocabulary, and teacher's problem in teaching vocabulary.

Finally, Chapter V consist of conclusion was concluded the result of the research and suggestion was given to the readers or another researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Description of Theory

1. Teacher Strategy

Teacher as David defined as a person who provided schooling for pupils students.¹ A teacher who facilitated education for an individual student might be also described as a personal tutor. Furthermore, Abdul Rahmat stated that teacher is name of a profession for one who dedicate one's self in educational field by educative interaction with a good pattern, formally and systematically.² The role of teacher was often formal and ongoing, carried out by of occupation of profession at a school or other place of formal education. In my countries, a person who wishes to become a teacher must first obtain professional qualifications or credentials from a university or college. These professional qualifications might include the study of pedagogy and the science of teaching.

Strategy as Oxford's dictionary definition was the strategy was a plan designed for a particular purpose.³ Then, David Nunan stated that strategies could be defined as conscious actions that learners taken to achieve desired

¹James David R, *Better Teaching, More Learning* (Phoenix: American Council on Education/Oryx Press Series on Higher Education, 1997), p. 45.

²Abdul Rahmat, *Super Teacher* (Bandung: MSQ Publishing, 2009), p.15.

³Hornby, *Word Advanced Learner's Dictionary* (New York: Oxfod University Press, 1995), p.179.

goals or objective.⁴Newfeldt added, strategies are skill in managing or planning by using strategies, that was Webster's dictionary.⁵

So, it could be concluded that teachers' strategies was the ways provided for teaching and learning process and planned to do something to get certain purpose by teachers.

2. Teaching Vocabulary

According to David Nunan. "Teaching vocabulary very important part of language learning and one of difficulties in planning the vocabulary components of course is making sure that does not overwhelm other essential part of course".⁶ Vocabulary component of a course would be largely indistinguishable from the listening, speaking, reading, and writing part of the language program.⁷ Teaching is seen as an activity one tries to help and lead someone in getting, changing or developing skills, attitude, ideas, appreciation and knowledge. It supported by Hornby say that teaching is to give instruction to somebody, or cause somebody to know or able to do something, give to somebody knowledge, skill and give lesson at school.⁸

⁴David Nunan, *Practical English Language Teaching* (New York: MC. Grow Hill, 2003), p. 68.

⁵Victoria Newfeldt, *Webster's New World College Dictionary* (USA: Macmillan, 1991), p. 286.

⁶David Nunan, *ibid*, p.135

⁷Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice* (Cambridge: University Press, 2002), p. 272.

⁸A.s. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press, 1995), p. 131.

Teaching is a process to give lesson to students. According to Nana Sudjana in Djamarah, as well as learning, teaching is a process that is a process to arrange, organize the milieu of the students so that it can to motivate students to learn.⁹ In other words, teaching is giving helping process to students in learning process.

Vocabulary is one of the language aspects, which should be learnt. Learning vocabulary is important because it makes the students or learners can speak, write, read, and listen nicely. In learning vocabulary, the student has to know the meaning of the word and also understand and can use it in sentence suitable with the context.

Vocabulary is an important part in English lesson. According to Hornby in this dictionary, "Vocabulary is the total number of words that establish a language, such as word should be combined by using certain rules."¹⁰ Furthermore, Ellen said vocabulary is the basic need that has to have by the students in learning language. Next a vocabulary is defining as "All the words know and use by a particular person."¹¹

Based on the explanation above, it means that teaching is giving helping process to students in learning process. In teaching process, there are some aspects that must be considered by a teacher. They are the background of

⁹Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar* (Bandung: PT Rinaka Cipta, 2006) p. 39

¹⁰Hornby, AS, *Oxford Advanced Learner's Dictionary*, (New York University Press, 2000), p. 347

¹¹Sebastian Wren, <http://en.wikipedia.org/vocabulary>, retrived on june 22st 2016.

the students, the reason of the learning, the purpose of the learning, the timing, the problems in learning process, the aids of the teaching, and the link of the before activity and after it. Then, vocabulary is total number of words that establish a language or the basic need that has to have by the students in learning language.

Teaching vocabulary and learning must fit into the teacher the broader framework of language course. One way to make sure that there is balanced range of learning opportunities is to see a language course as consisting of four strands, they are as follow:

- 1) Learning from meaning- focused input
The learning from meaning- focused input strand involves learning from listening and reading. For vocabulary reading to occur in this strand, learners need to know 98 percent of the running words already. That means that, at most, there should be only one unknown word in every fifty running words.
- 2) Deliberate learning
The deliberate learning strand is something called form-focused instruction, language – focuses learning, or language features such as sound, spelling, vocabulary, grammar, or discourse that are presented out of text. The most obvious deliberate learning technique is learning new vocabulary by memorizing their first language translation.
- 3) Learning from meaning- focused output
The learning from meaning- focused output strand involves learning through speaking and writing where the learners' main attention is on communication message. It may seem a little strange to see the productive skills as source of vocabulary learning, but using vocabulary productively can strengthen learning and can push learners to focus on aspects vocabulary knowledge that they did not need to attend to when listening and reading.
- 4) Fluency development
Vocabulary must not only be known, it must be readily available for use. The fluency development strand of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to

each of the four skills of listening, reading, speaking, and writing with fluency needing to be developed independently in each of these skills.¹²

So, distinguishing the stands means that there is a balance of deliberate learning and incidental learning from input and output, of learning through oral and written skill, and of a learning and fluency development.

3. Strategies in Teaching Vocabulary

English teaching strategies are action taking by the teacher to teach. A learning strategy is self-initiated by the learner where as a teaching strategy is teacher-initiate. The term strategy denotes both general appropriates and specific action taken to learn a second language. Term use both strategy and technique, and slinger use the tactic.¹³

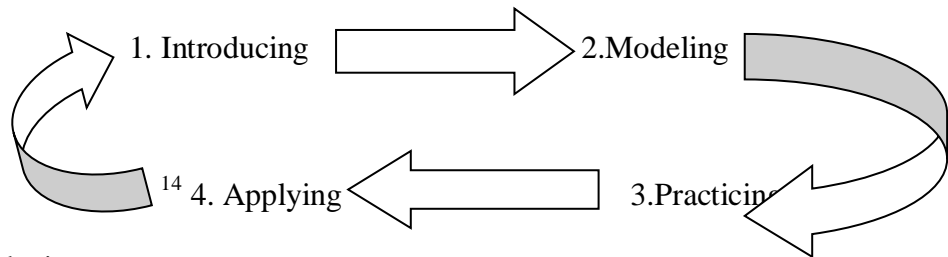
It means that strategy is an idea that a teacher can employ to increase teaching. So, teaching strategy in basically the real action of the teachers or teachers implement teaching practices through certain way which is more effective and efficient. In other words, teaching is a political strategy or tactics used by teachers in the learning process in class.

There are many teaching strategies that can be used by the teachers in their teaching vocabulary. They are:

¹²David Nunan, *Practical English...* p 133-134.

¹³Linne T. Diaz-Rico, *Teaching English Learner Strategies and Methods*, (California: California State University, 2008), p.105

a. Introducing, Modeling, Practicing and Applying.



1. Introducing

The teacher introduces new word by saying clearly and correctly, using picture or real object.¹⁵ In general, children more quickly understand new words when demonstrated with props such as picture or real object. So, the teachers must categorize which words will be taught to the students. The class of words that means such as: nouns verbs, adjectives and etc. Then, choose one topic that want to be focus of instruction such as: noun (find image) and reference relate to the topic.

Vocabulary learning for young learners that stay in lower classes more advised to use listen, technique, repeat or listen to point to.¹⁶

Example:

Teacher: “Orange”

Students: “ Orange” (after listen the teacher, after that the student repeat the utterance).

The method above also can be varied by asking the child to point the objects or picture that are held by teachers.

¹⁴ Kasihani K.E, Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2014), p. 48.

¹⁵ *Ibid.*, p. 48.

¹⁶ *Ibid.*, p.49

Whereas for upper classes introduces vocabulary can be varied. For example by:

- a. Give a simple definition

What is a pilot?

A pilot is a person who flies a plane.

- b. Give synonym or opposite, for example: -fine= good.

- high= low

- c. Give some examples, such as apple, grapes, and banana are fruits.

- d. Drawing or illustration.

- e. Give meaning in Indonesia after mentioning one word in the English Language like delicious artinya enak.

2. Modeling

Teacher gives example by acting as model.¹⁷ Further at this stage, teacher give an example and act as a model. Teachers not only serves as facilitator, motivator, and source, but also act as a model that should demonstrate the lesson that is being taught to students. Then as well as a teacher is in teaching standing position more advised than just sitting. Teachers always have to guide and explain in creative and fun.

Futhermore, teacher can demonstrate several motions related to what he was taught, of course with the movement allowing such sweep, sweep

¹⁷*Ibid.*, p. 48.

style while demonstrate to children will easier understand eventhough the meaning of word.¹⁸

3. Practicing

Teacher trains students to imitate and practice.¹⁹After successfull taking children to interact and encourage chidren and learned by modeling further step the teacher invite and train students to simulate and practice together. Any type of words are being leaned by children, will not be absorted property by children if the words was never spoken. Then, after they learned new vocabulary and their meaning, invite them to mention out loud. So the word will be easier remembered by student.²⁰

4. Applying

Students applay in the real situation wiht the help of teacher.²¹The last step in teaching vocabulary on early childhood to adopt a vocabulary that has been obtain under the right circumtances with the help of teachers. After all stage have been taught, ask the students to use vocabulary dialogue they have acquired to smooth and facilitate them to improve their vocabulary.²²

¹⁸Winda, ” *Mengajarkan vocabulary lebih efektif dan menyenangkan* ” ([http: www.co.au](http://www.co.au) accessed at 05 Juli 2016 retrieved on 8 am.

¹⁹Kasihani K.E, Suyanto, *Op. Cit.*, p.48.

²⁰Winda, *Op. Cit.*

²¹Kasihani K.E, Suyanto., *Op. Cit.*, p.48.

²²Winda, *Op.Cit.*

b. Using Games

A game was to act in funny and pleasure thing. As Friedrich Georgjunger said a game was any activity which execute only for pleasure and without purpose.²³ In this definition every activity that brings pleasure was a game. For example, people danced, played musical instrument, acted in plays, and played with doll and model trains.

Aarseth said that the game was a way to “play” literature that could combine the interpretive and configurative functions and avoided exclusionist and often unproductive debates.²⁴ in Morgan Kaufman opinioned, it was a science fiction story about a future society where human hunted were staged, where participants alternatively adopted the parts of hunter and preyed, killing each other as a part of a competition.²⁵

Diane said that there were many kinds of games which can be used in teaching English.²⁶ Of course, as a technique games needed to help from media. The media could be picture, flash card, object, puppet, cassette, projector and many others object surround them. It was better if the games are familiar for children, because they learned in a variety of ways, for examples: by watching, by listening, by imitating and by doing things. It

²³<http://www.thejournalgame.com>

²⁴Aarshets, *Quests: Design, Theory, and History in Games and Narrative*,(USA: Library of Congress, 1978), p.6.

²⁵Morgan Kauffman, *Theory : Killer: The Game Assassination*, (USA: Library of Congress, 1978), p.3.

²⁶Diane Larsen,*Techniques and Principles in Language Teaching*,(London: Oxford University,1995)p. 37.

means children learn their knowledge through what they see, heard in their surrounding and then imitate it and imitating by doing things (children by doing).

Children could generally imitate the sounds they heard quite accurately and copy the way adults speak. It meant they did imitation, memorization, practice and over learning, what the people were said.

According to Bruner as quoted by Irma Yanti Sipahutarstated that language is the most important tool for cognitive growth and he also investigate how adults could help the children to solve their problem.²⁷ Those statement above is related to Bruner's theory which is named as scaffolding. Scaffolding is explaining to students and interacting to students to communicate, in scaffolding is holistic and must permeate all aspects of scientific teaching, if we answer.²⁸

Games, as Diana Larasen were often used as short warm-up activities or when there was sometime left at the end of a lesson.²⁹ Yet, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class had nothing better to do. Games ought to be at the heart of teaching foreign languages. Games were used at all stages of the lesson, provided that they were suitable and carefully chosen.

²⁷Irma Yanti Sipahutar, "Teachers' Strategies in Teaching Vocabulary" (A Thesis, IAIN Padangsidempuan, 2013), p. 24.

²⁸*Ibid.*, p.24

²⁹Diane Larsen, *Op.Cit.*, p.37.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they helped students see beauty in a foreign language and not just problems that at times seem overwhelming.

There are many criteria for games as educational media for teaching English to children:

- a) A game must be more than just fun.
- b) A game should involve “friendly” competition.
- c) A game should keep all of the students involved and interested.
- d) A game should encourage students to focus on the use of language rather than on the language itself.
- e) A game should give students a chance to learn, practice, or review specific language material.
- f) A game should be familiar to children.³⁰

There are many advantages of using games in the classroom:

- a. Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort.
- d. Games help students to make and sustain the effort of learning.
- e. Games provide language practice in the various skills of speaking, writing, listening, and reading.
- f. They encourage students to interact and communicate.
- g. They create a meaningful context for language use.³¹

In teaching vocabulary using games, the teacher should pay attention:

1. Games were often used as short warm-up activities or when

there was some time left at the end of a lesson. In this case, a

³⁰Greg Costikyan, *Tabletop Tuesday Version of My Old Game* (USA: Rolegame Press, 1978), p. 56.

³¹Greg Costikyan, *Tabletop Tuesday...* p.57.

game should not be regarded as a marginal activity filling in odd moments when the teacher and class had nothing better to do. Games ought to be at the heart of teaching (foreign) languages.

2. Games could be used at all stages of the lesson. But teachers must be sure that games provided, were suitable and carefully selected by the teachers.
3. Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and classroom settings.
4. Games also lend themselves well to revision exercises helping learners recalled material in a pleasant, entertaining way.

c. Flash Cards

Flash cards or education cards were picture that had the words, which introduce by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. The picture on the flash cards were grouping among others is a series of animals, fruit, and clothing. Color forms of numbers and so forth. Flash card was a card with a word or picture on it, which teachers use during lessons.³² Flash card was playing by children; it is reading properly, just in

³²AS. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: University Press, 2003), p.509.

time 1 second for each card.³³ According to Kasihani, flash cards could be defined follows:

“Flash cards adalah kartu ukuran besar, biasanya menggunakan A4. Flash cards memperlihatkan gambar atau tulisan kata – kata. Biasanya flash cards terdiri atas perangkat yang dikelompokkan menurut jenis atau kelasnya, misalnya kelompok gambar makanan, buah- buahan ,sayuran, alat rumah tangga, alat transportasi, dan pakaian. Flash cards lebih banyak digunakan untuk seluruh kelas, biasanya, guru memegang beberapa flash cards dan digerakkan dengan cara memindahkan kartu bergambar yang berada ditumpukan terakhir kearah depan untuk dilihat siswa. Gerakan memindah kartu dilakukan dengan cepat, mungkin itu alasan mengapa dinamakan flash cards (flash: sekilas, dengancepat).”³⁴

It meant that flash cards are the card size, typically use a rather thick paper, stiff, and A4 size. Flash cards show pictures or writing words. Flash cards usually consist of devices that were group by type or class, for example, the images of food, fruits, vegetables, household items, transportation, and clothing. Flash cards are more widely use for the entire

³³JanuArseto, *The Influence of Using Flashcards towards Vocabulary Achievement for Elementary Students ClassV*, (Tegal: Tp., 2009), p. 30.

³⁴Kasihani KE. Suyanto, *English for Children*, (Jakarta: Universitas Terbuka, 2007), p. 37.

class. Typically, the teachers hold several pieces of flash cards and it is driving by moving the picture cards that is last display towards the front to see the students. Motion carry with the card to move quickly, maybe it's the reason why it is calling flash card (flash: quick, quickly).

So flash cards were with words or numbers or pictures that was displayed to the class by the teacher and an educational tool to help people memorize information. Through technological advances had enhanced many learning many learning devices, simple flash cards had remained a vital part of the knowledge environment.

Flash cards not only could be obtained by purchase, but the teacher could make flash cards with a relatively more cheap cost, the way:

- a. Prepare a paper that was a bit thick like duplex or cardboard material.
This paper served to store or put the pictures in accordance with learning objectives.
- b. Paper was given a sign with a pencil or marker and using ruler, to determine the size of 15×10 cm.
- c. Cut duplex paper become a pieces, could use scissors or cutter knife to each size 15×10 cm. Make the cards a number of pictures that would be affixed to or a number of materials we need.
- d. Next, if the object image would be directly made by hand, duplex paper have to be coated with fine paper for drawing for example: HVS paper, paper or paperboard.

- e. Start drawing by using tools like brushes, watercolors, markers, crayon or made design using a computer with appropriate size and when you finished placed on the duplex paper.
- f. If the iamges were sold in stores, on the market, then next image cut paper were staying in accordance with size, and then attached using glue paper.
- g. At the end, wrote at the cards accordance with the name of the object in front of him. These names by using several languages such as Indonesia or English.³⁵

So, we could make flash cards with a relative more cheap cost, could be obtained by purchase.

d. Silent Way

The students would learn better if they developed personal responsibility for their learning. Thus, for much of the lesson, the teacher remains silent. Teaching is view as subordinate to learning. Students are encourage to work with one another to figure out meaning. Students are introduce to material once through the use of Cuisenaire rods (small color rods of varying lengths) and a series of wall charts. After the teacher introduces the material, it is up to the students to determine what they need to learn and independently work toward their academic goals. Certain, aspect of this approach, such as the use of Cuisenaire rods and developing students' independence, continue to be

³⁵*Ibid.*,p. 36.

used. However, this approach alone is rarely use because it is not practical within the classroom, and the students need and desire more teacher input. Deborah said the Silent Way is grinding in the belief that students should learn in dependently of the teacher.³⁶

According to Deborah, silent way has many strategies as follow:

1. The teacher introduce a discrete sound or structure by pointing as silent way charts or by using Cuisenaire rods to demonstrate a structure or grammar point.
2. Students then figure out what they are learning and reproducing the sound or structure.
3. Between activities or sessions, students might ask questions of the teacher.
4. The teachers then introduce another discrete sound or structure in the same manner.
5. Students again figure out the meaning and reproducing the sound or structure.
6. As time goes on, students are ideally able to combine discrete sounds and structure to create longer strings of language.³⁷

The strengths of the silent way:

- 1) Students are in an environment that encourages independence, while the weakness: some students might need more teacher in put than what provide though this method is,
- 2) Language is not learning as a whole nor it is au then tic,
- 3) Teachers must have access to material and to the system.

³⁶Deborah L. Norland, *Kaleidoscope of Models and Strategies fot Teaching English to Speaker of Other Language* (Westport: United States of America, 2006), p. 12-20

³⁷Deborah L. Norland, *Kaleidoscope of Model...*p. 12-20.

e. **Reconstructed English Song**

Reconstructed English Song mean recompose the original song to be a new song in another language, such English; it is reconstruct to be a similar song of rhythm and lyrics in Indonesia but of course differential in words.

According to Crocier as quoted by Irma Yanti Sipahutar stated that “Song is any of several types of vocal music for solo voice with or without accompaniment.”³⁸ According to Fitzer as quoted by Irma Yanti Sipahutar stated that, “Song is a musical composition usually by a solo voice.”³⁹ While Hornby said, “Song is singing; music for the voice, while chant; often repeat tune to which slam and canticle are fitting; several syllables or words to one note. Furthermore, song is one of the basic of human spirits, and have recently become an important part of the foreign language.”⁴⁰ It could be concluded that song could be with music or without music. As a good teacher would prepare material which suitable to the students that would follow the lesson is.

It mean the material depend on the students’ old.

There are many kinds song that could be taught to students:

³⁹*Ibid.*,p.32.

³⁸Irma Yanti Sipahutar, “Teachers’ Strategies...p. 32

⁴⁰AS. Hornby,*Oxford Advanced* ...p.45.

- a. Original songs are song that lyrics and rhythms are still original from composer by himself and it is new for the youth mainly the students, such as: “That’s why” album Michel Learn To Rock (MLTR). For example:

Baby won't you tell me why
There is sadness in your eyes
I don't wanna say good bye to you
Love is one big illusion
I should try to forget
But there is something left in my head.

- b. Translation song is the songs that are translating from original song where lyrics is have the same meaning and rhythms are some.⁴¹ For example: “Two My Eyes” song is translating to English version into “I have Two Eyes”, for example:

Duamatasaya,
Hidungsayasatu,
Dua kaki sayapakai sepatubaru,
Duatangansaya yang kiridankanan,
Satumulutsaya tidal berhentimakan.

⁴¹Mildred L. Larson, *Meaning Based Translation*, (London America, 2001), p. 03.

- c. Third, reconstructed song is the song which use rhythm from original song but the lyrics are changing and don't have the same meanings as the original song. This song could be changed in the same language or in other language. Example:” Hindustan Song”:It is reconstructing from lyric “Oh...My Darling” song (Hindustan song)

I want to tell you transportation

I never use transportation

Let hear what I want to say

Let hear what I want to tell,

Motorcycle, jeep, bus, truck, train

Ship, car, boat, plane, bicycle

I want to tell you transportation

I ever use transportation

Let hear what I want to say

Let hear what I want to tell

Those are the kinds of transportation

Let this song together...

According to Alwi as quoted by Irma Yanti Sipahutar stated that “Reconstruct song is one creation to construct again the first song

became the new one still has the same rhythm but different in lyric. The lyric could be arranged intralingua.”⁴²

In addition, Doyle and Maxine as quoted by Irma Yanti Sipahutar had reconstructed the song by using two melodies from Tietjens 1903 Wizard of oz score. They said that reconstruct song is to survive the original song in different verse. The word reconstruct songs were not same but the melodies could be taken from original song it might be from one or two original songs.⁴³

Furthermore, by using the songs in language classroom the teacher added variety to the teaching and learning process at the music, verse and song constitute a total and dramatic departure from normal pattern of language learning experience when in the teacher do for most of the time while they are allowing to sue language. By using the songs, therefore, language learning could be combined with recreation or aesthetic appreciation for change of pace in the classroom to enhance motivation. According to Piece as quoted by Irma Yanti Sipahutar addition,” Music and song provide powerful motivation for the students who want to understand what the music means, although she sings alone.”⁴⁴

⁴²Irma Yanti Sipahutar, “Teachers’ Strategies...p. 34.

⁴³*Ibid.*, p. 34.

⁴⁴*Ibid.*, p. 35.

In addition song can give the students insight into the target culture. They give much information that relate to the target culture. For example: names of cities, customs, season, etc. So, that, they develop tolerance to another.

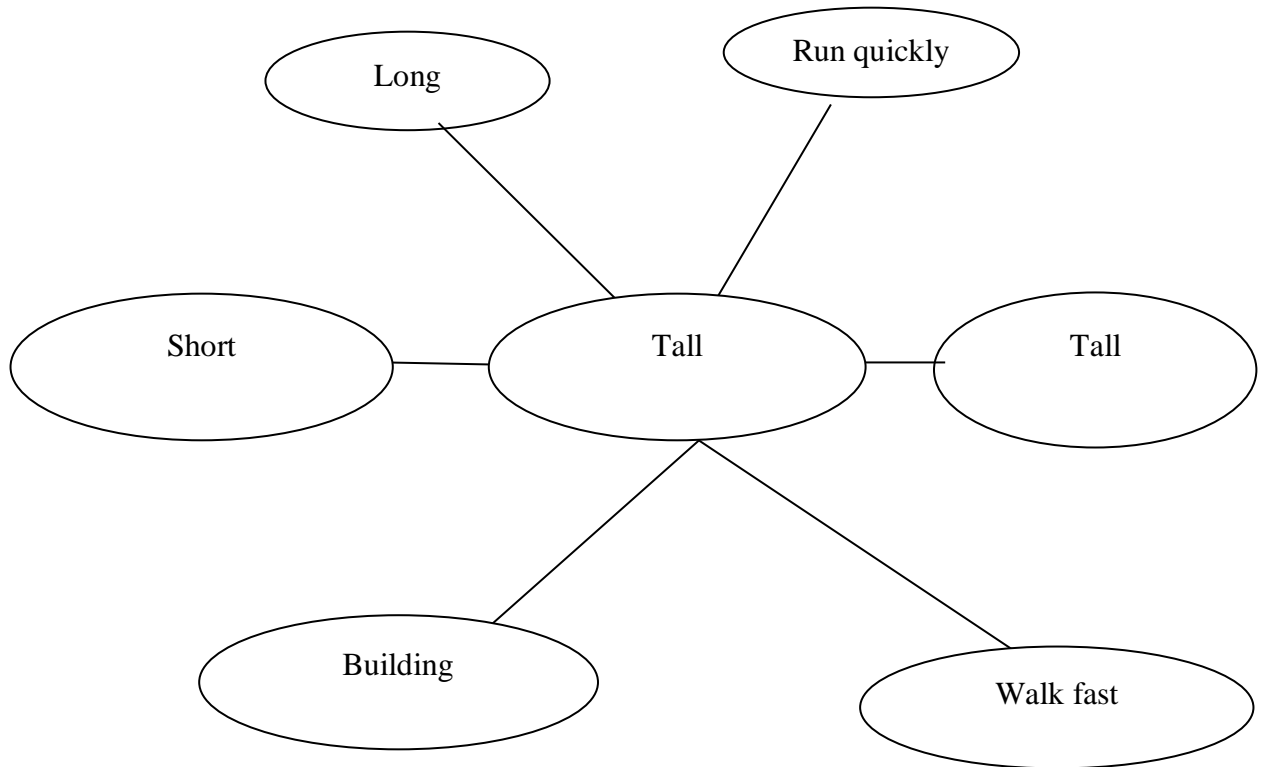
f. Semantic Mapping

Semantic mapping is a diagram to help the students to show the relationship of the words each others. The semantic mapping could be done as follows:

- a. Chose the keyword relate to the ideas of the students, or related to the matter they study.
- b. Write the keyword on the whiteboard.
- c. Brainstorm the other words relate to the keyword.
- d. Classify the new word ion the category.
- e. Label in the category appear.
- f. Discuss the keyword the relationship of the words, and the meaning of the words in the context.⁴⁵

⁴⁵Deborah L.Norland,*Kaleidoscope of Model...* p. 5-38

For example:



5. The Review of Related Finding

There were the researches that had relation to research that was done by researcher. First, Irma YantiSipahutar (2013) STAIN PADANGSIDIMPUAN, in her research, she investigated” Teachers’ Strategies in Teaching Vocabulary at Grade IV SD and V SD Negeri 117506 LabuhanBatu”. The concluding of her research was teachers’ strategies in teaching vocabulary at grade IV SD and V SD NEGERI 117506 LABUHAN BATU she found: in grade IV the teacher was interested in vocabulary teaching by using pictures, on the grade V in SD

Negeri No. 117506 Labuhan Batu indicated that teacher was more interested in vocabulary teaching by using games.⁴⁶

The second, Mei Susanti Harahap (2015) IAIN Padangsidempuan she investigated “Teachers’ Strategies in Teaching English at TK Bunayya Padangsidempuan” she found: using song, games, show to the equipment, field observation, picture strategies, conundrum strategies, role playing.

Then, the writer too will conduct the research through the title: Teachers’ Strategies in Teaching Vocabulary to young learners (A Case Study at SDNegeri 138 SABAJIOR). The two researchers before was about teachers’ strategies in teaching vocabulary and the technique used in teaching vocabulary to young learners. Next, the writer will conduct the research to know how the teachers’ strategies in teaching vocabulary to young learners.

⁴⁶Irma YantiSipahutar, *Teacher Strategies in Teaching Vocabulary at grade IV and V SD NEGERI 117506*,(LabuhanBatu: NP,2013), p. 52.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was done at SD Negeri 138 Sabajior. It was located at Sabajior Kab. Mandailing Natal, Kec. Panyabungan Barat. This research was done from April 2016 until March 2017.

B. Research Design

The method of this research is qualitative research and the type of the research is descriptive method. Qualitative descriptive method is “method which describe condition of present time naturally, descriptive is carried out to obtain information about references, attitudes, practices, or interest some group people.”¹

The method of this research is a descriptive method. According to L. R. Gay & Peter Airasian “descriptive research is a descriptive study determines and describes the way things are, it may also compare subgroup such as male and females or experienced and inexperienced teachers view issues and topic.”² This method is use to describe teachers strategies in teaching vocabulary At SD Negeri 138 Sabajior.

¹Gay and Peter Airasian, *Educational Research Competence for Analysis and Application* (USA: Prentice Hall, 2000), p. 276.

²*Ibid.*, p. 275.

C. Sources of the Data

The source of data this researcher consist of:

- a. Primary data, the data could be collected from English teachers atSD Negeri 138 Sabajior.

There were 143 students of SD Negeri 138 Sabajior in 2017; sixty six (66) male and seventy seven (77) female. The students in grade V was 20 contained 11 male and 9 female. Information can seen as follows:

Table 1

Students number of SD Negeri No. 138 Sabajior³

NO	Grade	Male	Female	Total
1	I	18	15	33
2	II	12	11	23
3	III	11	14	25
4	IV	7	6	13
5	V	11	9	20
6	VI	7	22	29
Total		66	77	143

³Aslina, The Headmaster in SD Negeri 138 Sabajior on Thursday, March09th 2017. At 08.30 wib.

Based on the table it was concluded that the percentage of female students was bigger than male students. The female students were 54%, while male students were 46% of the total students.

D. Instrument of Collecting Data

There were three instruments that were employed to explore data in this research, the types and components are presented as follow:

a. Researcher

Researcher is a person who research in the field. The researcher can be a participant who engages fully in the activities being studied. The researcher want to know how the teachers' strategies in learning process happened in the school.

b. Observation

Observation can take many forms in qualitative research, depending on the involvement of the observer. The observer can be a participant observer who engages fully in the activities being studied but is known to the participant as a researcher. In this research, the researcher will observe about:

1) Process of teaching vocabulary used:

- a) Introducing
- b) Modeling
- c) Practicing
- d) Applying

2) Teachers' strategies in teaching vocabulary

3) Teachers' problems in teaching vocabulary

c. Interview

Interview is the technique of data collection by asking question to the respondents and the answer will be noted or recorded.⁴ As stated by Gay and Peter Airasian that "interview is a purposeful interaction between two people, focused on one person to get information from the other person".⁵ The components of interview can be seen as follows:

- a. Strategies in teaching vocabulary
- b. The reason for using strategy
- c. How the teacher usually teaches vocabulary
- d. Teachers' problems in teaching vocabulary.

E. Technique of Collecting Data

The data will be collected by observing and interviewing. The collecting data technique includes:

1. Observation

For collecting the data in this research, the researcher has done first observation. Researcher observed teacher and students during the vocabulary learning process. Researcher recorded all of teacher's and

⁴M. Iqbal Hasan, *Pokok-Pokok Metode Penelitian dan Aplikasinya*, (Jakarta: Ghalia Indonesia, 2002), p. 85.

⁵Gay and Peter Airasian, *Op.Cit.*, p. 219

students' activities and all events good or negative instance that have effect toward learning achievement. From this observation researcher will find the teacher's strategy in teaching vocabulary. This observation will do for several times until the data to be saturated.

2. Interview

After researcher getting the data from observation, researcher did next technique, it was interview. Researcher will conduct face-to-face interviews with participants. Researcher will interview the English teacher, and before it, researcher has prepared the list of interview to make easy in interview. From this interview, researcher will know teacher's strategies in teaching vocabulary and the reason for using it, and teacher's problem in vocabulary teaching technique used introducing, modeling, practicing, applying. This interview also will do for several times until the data to be saturated.

F. Techniques of Data Analysis

The reseacher analyzed the data throught some steps that are in analyzing qualitative data, they are: Data Managing, reading/ memorizing, describing, classfying, interpreting and representing the finding in a report.

a. Managing data is used to organize and check the data fo its completeness.

- b. Reading/memorizing of data, reading the document and interview, it is done to get a sense of data.
- c. Describing of data, expounding data into combination of sentences systematically, the researcher develops through and comprehensive description of the phenomena.
- d. Classifying of data, organizing data with research topic. Basically, a process of breaking down the data into smaller units, determining the import of these units and putting the units to gather again in an interpreted form.
- e. Making interpreting of data, it is the process of teaching vocabulary the result of the study. By identifying and abstracting important understanding from the detail and complexity of the data.⁶

So, in this research, the researcher takes the technique of data analysis as stated by Gay above, as follow: describing the teachers' strategies in teaching vocabulary, and describe teachers' problem in teaching vocabulary.

G. Techniques of checking Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific.

There are some techniques to determine the data trustworthiness to

⁶L.R.Gay, Airisian, *Op.Cit.*, p.240-250

reduce the bias of the data, and to improve the validity of the data collected.⁷ In this research researcher will use five techniques to check the trustworthiness of the data, they are:

- a. The application of observation. Researcher will observe the participant until the data to be saturated.
- b. Triangulate technique to checking data trustworthiness that using something beside the data no verification or as a comparison of the data. The data that were comparing must be related and supported each other. It was done by the reseacher by comparing the different data sources; they confirm one other. The data about obsevation, interviewing teacher and the theory are compared. After reseacher did triangulation, reseacher found the real data that reseacher needed.

⁷Lexy P. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Rosdakarya, 2009), P. 175

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Findings

This research was done at SD Negeri 138 Sabajior. The address in Sabajior Kec. Panyabungan Barat, Kab. Mandailing Natal, North Sumatra Indonesia.

Amount of students at SD Negeri 138 Sabajior in 2017/2018 were 143. 66 male and 77 female. The students in grade IV was 13 contained 7 male and 6 female, and the students in grade V was 20 contained 11 male and 9 female. Information can seen as follows:

Table 1

Students number of SD Negeri No. 138 Sabajior¹

NO	Grade	Male	Female	Total
1	I	18	15	33
2	II	12	11	23
3	III	11	14	25
4	IV	7	6	13
5	V	11	9	20
6	VI	7	22	29
Total		66	77	143

¹Aslina, The Headmaster in SD Negeri 138 Sabajior on Thursday, March09th 2017. At 08.30 wib.

Based on the table it was concluded that the percentage of female students was bigger than male students. The female students were 54%, while male students were 46% of the total students.

Then in this research, the research participant was teacher, so researcher required teachers data in SD Negeri No. 138 Sabajior as follow:

Table II

Teachers of SD Negeri No. 138 Sabajior²

No	Teachers' name	Position /study
1	Aslina, S.Pd.I	Kepala Sekolah
2	Husniah, S.Pd.I	Guru PAI
3	Sori Dingin	Guru Kelas VI
4	Ali Saputra S.Pd	Guru Penjas
5	Henri S.Pd.I	Guru PAI
6	Roslina S.P.I	Guru Kelas 1
7	Sulhan	Guru Penjas
8	Yuni Puspita Sari Ama	Guru Kelas III
9	Roslina S.Pd. I	Guru Kelas IV
10	Napisah Khairani S.Pd.I	Guru Kelas II
11	Dina Asiah Daulay S.Pd	Guru Kelas V
12	Muhammad Aswan S.Pd	Guru B. Inggris

²Ibid., Aslina

Based on the table above, there was one English teacher in SD Negeri No.138 Sabajior, he is Muhammad Aswan S.Pd. He is as English teacher on grade IV, V, and VI, reseacher has just observed him when he taught vocabulary on grade V. So, the participant of this research was focus on Mr. Aswan, S.Pd.

B. Specific Finding.

1. Teacher's Strategies in Teaching Vocabulary at SD Negeri 138 Sabajior

The teacher's strategies in teaching vocabulary use two strategies they were: Using Games and Medium Flascards.

a. Using Games

1) Animal twister Games

There were material games did by the teacher in grade V at the first observation did at 10 March 2017. I have seen the teacher used Animal Twister Games.

The material and tools/ things

a) Material

- lion
- gorila
- snake
- crocodile

- Elephant
- bird

b) Tools/ things

- Picture about animal on paper A4
- Marker

The procedures of the teacher while he prepares Animal Twister Games they were:

- The teacher prepare some set of picture about animal on paper A4. Appropriate with the number of students group formed.
- The teacher prepare marker: the teacher write the name of animal in picture below; lion, gorila, snake, crocodile, elephant, and bird.

From explanation above, the reseacher took the process of teaching vocabulary for using Animal Twister Games they were:

(1) Introducing

- (a) The teacher gave greeting to the students
- (b) The teacher checked the present of the students
- (c) The teacher actived background knowledge of the students
- (d) The teacher introduces the material
- (e) The teacher explain about the role of the game about animal twister
- (f) The teacher explain about the game animal twister.

(2) Modeling

- (g) The teacher instructed students to separate the class into a group 3-4 students in a group, then the teacher gave 1 set picture to every group.

(3) Practicing

- (h) The teacher instruction twister: put your finger of gorila, then put your chin of crocodile, put your hand of elephant, put your face of snake, put your tongue of the bird.

(4) Applying

- (i) The teacher ask the students raise the picture and then they will touch her/ his relevant.
- (j) The teacher gave scored to the students
- (k) The teacher closed the class.

Score:

1. If the every picture correct got the value: 10
2. If the part of body correct got the value: 10
3. If the all correct: 100

2) Whisper game

The second observation did at 11 March 2017 in class V SD Negeri 138 Sabajior. I saw the teacher use Whisper game:

The material and tools/ things

a) Material

- Are you ready !
- Who are you?
- What are you doing?
- He is a doctor.
- I am here.
- She is beautiful.

b) Tools/ things

- Paper
- Pen/ marker

The procedures of the teacher while he prepares Whisper Games they were:

- The teacher wrote the word or expression in the paper.
- The teacher read the word and whispered to the first students.
- Then the students whispered until the last students.

From explanation above, the researcher took the process of teaching vocabulary for using flashcard they were:

(1) Introducing

- (a) The teacher gave greeting
- (b) The teacher checked the present of the students
- (c) The teacher activated knowledge of the students
- (d) The teacher explained role of the game

(e) The teacher explained about the whisper game

(2) Modeling

(f) The teacher divide class into even rows

(g) The teacher whispersomething (word or expression) to the first students until the last students)

(3) Practicing

(h) The teacher whisper something: (Are you ready, Who are you, what are you doing, He is a docter, I am here, She is beautiful until the last students).

(i) The student continue with whisper same until the last students.

(4) Applying

(j) Then the teacher ask the first and the last students write down the word or expression in the blackboard

(k) The teacher gave scored and close the class.

Score:

1. The word is 20. If correct 1 word so the weight is 5

2. If the all correct will get 100%

3) Guess the Word Games

The third observation did at 17 March 2017 in class V SD Negeri 138 Sabajior. I saw the teacher use strategy Guess the Word Games.

The material and tools/ things:

a) Material

- | | | |
|----------|----------|-----------|
| - Cat | -Hamster | - duck |
| - Dog | - Horse | - carabao |
| - Fish | -Mouse | - chicken |
| - Frog | -Parrot | - deer |
| - Gerbil | -Rabbit | - bear |
| - Turtle | - snake | - cow |

b) Tools/ things

- | | |
|----------------------------|-------------|
| - Paper A4 | -Blackboard |
| - Scissors or cutter knife | -Ruler |
| - Marker | -Chalk |

The procedures of the teacher while he prepares Guess the Word

Games they were:

- Teacher cut the paper A4 become to four part .
- Teacher wrote the paper with the key word.
- Teacher gave the key word to every group.

From explanation above, the reseacher took the process of teaching vocabulary for using Guess the Word Games they were:

(1) introducing

(a)The teacher gave greeting to the students

(b)The teacher checked the present of the students

(c) The teacher activated knowledge of the students

(d) The teacher introduced the material

(e) The teacher explained the role of the game

(2) Modeling

(f) The teacher instructed students to separate the class into a group
4-5 students in a group (the teacher divide to 4 group)

(g) The teacher made column in the black board appropriate with
vocabulary desire or hidden vehicles

(3) Practicing

(h) The teacher gave the key word for every group: cat, dog, fish,
frog, gerbil, hamster, horse, mouse, parrot, rabbit, turtle, and then
every group discussed about the key word gave the teacher.
Every group discuss about the key word gave the teacher.

(4) Applying

(i) The teacher ask the students to sign/ answer in the blackboard
appropriate the key gave teacher.

(j) The teacher gave scored.

(k) The teacher closed the class.

Score:

1. If the group correct answered guess 1 letter : 10 weight

2. If the group correct answered all the word: 100

The fourth observation did at 18 March 2017 in class V at SD Negeri 138 Sabajior. I saw the teacher use flashcards strategy

b. Flashcards

The material and tools things:

1) Material

- Sweep - give -stitch
- Eat - see - drive
- Drink - cut - make
- Write - go - kiss
- Draw - wash - cook
- Read - flush - open

2) Tools/ things

- Paper HVS -Manila Paper
- Scissors or cutter knife -Glue
- Ruler -Marker
- Picture cutouts

The procedure of the teacher when he prepares flashcard they were:

- The teacher cut the manila paper become a size of card 12cm x 8cm.
- The teacher glued picture cutouts to one side of paper, and on the other hand was written the name of the verb: sweep, eat, drink, write, draw, and read.

From explanation above, the reseachertook the process of teaching vocabulary for using flashcard they were:

a) Introducing

- (1) The teacher gave greeting to the students
- (2) The teacher checked the present of the students
- (3) The teacher gave motivation to the students
- (4) The teacher actived knowledge of the students
- (5) The teacher introduced about material and show the picture or writing word and then tell about the picture and writing word by saying clearly and correctly.

b) Modeling

- (6) The teacher hold several pieces of flashcards and was driven by moving the picture card was last displayed towards the front to see. The motion carried teacher to the students memorized all the word on the back of flashcards.

c) Practicing

- (7) The teacher glued the picture of the flashcard to the blackboard. Then the teacher closed all the picture of flashcard and then the teacher opened one by one of picture and all the students ask guess the picture opened by teacher and mention out loud.

d) Applying

(8) The teacher ask the the students to make dialogue from the flashcards and ask after that ask the students read the dialogue in front of class.

(9) The teacher gave the students task for homework

(10) The teacher closed the class.

Then, based on result interview has done by researcher to Mr.Muhammad Aswan, as English teacher, he said that he used two strategies in teaching vocabulary they were Using games strategy and Flascards strategy. As he said: “Flashcards adalah suasana pembelajaran dimana siswa lebih cepat belajar kosa kata. Dan siswa lebih tanggap dalam mengingat kosa kata yang telah mereka pelajari”.³

It’s mean, that Flash cards are learning situation where the students easier in learning vocabulary and more attractive to remember the vocabulary that they have learned. And then, he gave more explanation why he used that strategy. He said:

“Saya memakai flashcards ini dalam mengajarkan vocabulary karena menurut saya flashcards strategy ini merupakan permainan yang sangat menyenangkan dalam hal pembelajaran kosa kata. Media ini dapat digunakan dalam berbagai macam cara. Sehingga, guru harus lebih kreatif dalam menggunakannya dan juga harus menciptakan suasana belajar yang menyenangkan karena, pada dasarnya anak-

³Private interview with Mr. Muhammad Aswan, English teacher of SD Negeri 138 Sabajior on Friday, March 10th2017. At 09.30 wib

anak SD menyukai kegiatan belajar yang menyenangkan dari pada belajar yang serius.”⁴

Its mean, I used these flash cards in teaching vocabulary because flashcards strategy are game that enjoyable in learning vocabulary. This media can be used in many ways. So, the teacher have to creative in using it and also, able to create learning situation that enjoy because the students of Elementary School like learning activity that pleasure for them.

Also, English teacher at SD Negeri 138 Sabajior used gamesstrategy in teaching vocabulary. As he said: “Using games strategy adalah strategy yang menyenangkan, yang dapat membantu siswa bagaimana belajar vocabulary dengan baik dan dengan menggunakan strategy ini maka anak lebih mudah belajar vocabulary karena tidak membosankan”.⁵

It means that, Mr. Muhammad Aswan used this strategy because this strategy is pleasure, whichcan assist students how to learning vocabulary better and by using this strategy hence easier students to learning vocabulary because do not drug. As he said:

“Saya memakai strategy using games karena strategy ini adalah strategy yang dapat digunakan untuk membantu siswa dalam meningkatkan kemampuan mengingatnya. Sehingga siswa tidak kesulitan untuk untuk mengucapkan kata baru yang telah diperoleh dari using games karena dengan using games ini mereka lebih bersemangat dalam belajar.”⁶

⁴Aswan., *Ibid.*

⁵*Private interview* with Mr. Muhammad Aswan, English teacher of SD Negeri 138 Sabajior on Monday, March 13th2017. At 10.00 wib.

⁶Aswan., *Ibid.*

Its mean, this games strategy is the strategy used to help the students to assist them remembers. So by using this strategy the students would be enjoy in following teaching vocabulary process, because this startegy would engage all members of group not individually.

From the result of observation and interview above, the researcher concluded, that the teacher's strategies in teaching vocabulary at grade VSD Negeri No. 138 Sabajior were; 1. Using games Strategy; a. Animal Twister Games:the teacher ask students to raise the picture then touch body relevant, b. Whisper Games: the teacher asks the students to write down of the whisper word in the black board, c. Guess the WordGames: the teacher asks the students to sign the word in the black board appropriate the key gave teacher.2. Flashcards Strategy; The teacher asks the students to make dialogue from the flascard.

Based on discussion above, it could be explained in simple way by using a table as below:

TABLE II
Teacher's Strategies in Teaching Vocabulary at
SD Negeri No. 138 Sabajior

No.	Observation	Class	Teaching strategies
1	I	V	Using Games;a.Animal Twister Games: the teacher asks students to raise the picture then touch body relevant.
2	II	V	Using Games; b. Whisper games: the teacher asks the students to write down of the whisper word in the black board.
3	III	V	Using Games; c.Guess the Word Games: the teacher asks the students to sign the word in the black board appropriate the key gave teacher.
4	IV	V	Flashcard ; The teacher ask the students to make dialogue from the flascards.

Based on the table above, it can be seen from first result observations, English teacher taught vocabulary at class VSD Negeri No. 138 Sabajior just used two strategies for class V, they were using games strategy was found by researcher at the first, the second and the third, whereas at the fourth observation the researcher found the used flashcards strategy.

So, it can be concluded that teacher's strategies in teaching vocabulary at grade VSD Negeri 138 Sabajior have focused on 1.using gamesstrategy; a. Animal Twister Games: the teacher ask students to raise the picture then touch body relevant, b. Whisper games: the teacher asks the students to write down of the whisper word in the blackboard, c. Guess the Word Games: the teacher asks the students to sign the word in the blackboard appropriate the key gave

teacher. 2. Using flashcards strategy; the teacher asks the students to make dialogue from the flashcards.

2. Teachers' Problem in Teaching Vocabulary at SD Negeri 138 Sabajior

In applying lesson the teacher use strategy when applying this strategy the teacher experiencing various problems:

a. Using Games

1) Problem in Using Games Animal Twister

Based on the result of interview that has been done by reseacher to English teacher at 10 March 2017 in class V SD Negeri 138 Sabajior when he taught vocabulary using Animal Twister Gameshe had some problems:

“Hambatan yang saya hadapi ketika saya mengajarkan vocabulary menggunakan Animal Twister Games adalah yang pertama ketika saya ingin membentuk beberapa group diskusi masih banyak diantara anak- anak yang bermain-main dan masih banyak diantara mereka yang tidak mau dipisahkan dengan kawan akrabnya. Yang kedua ketika saya menginstruksikan tentang games animal twister masih banyak diantara mereka yang bingung dengan yang saya instruksikan.”⁷

It means, the problems that I faced when I taught vocabulary using Animal Twister Gamesare first when I wanted to make some discussion groups there are many of the students do not follow the discussion severally and many of them do not want to be seperated from their

Private interview with Mr. Aswan, English teacher at SD Negeri 138 Sabajior on Friday, March 10th 2017. At 09.00 wib.

friends. The second, when I instructed about Animal Twister Games still many of there are confused with my instruction.

Then based on observation that has done by researcher in grade V SD Negeri 138 Sabajior at 10 March 2017. I saw when the teacher explain about the animal twister games and explain about he role of the game still of the students did not pay their attention to the teacher explanation. Then when the teacher instruction about Animal TwisterGames many of the students do not follow the instruction, so before the teacher instruction the teacher must sure that all the students knew about the name of the anim al (1 set picture gave the teacher) and part of body. And then when the teacher instuction about games animal twister the teacher must saying clearly and correctly.

From the result of interview and observation, it can be concluded that there are two problems of the teacher in teaching vocabulary using Games Animal Twister, they were: first, students did not follow the discussion and second, students confused when he instruction about animal twister.

2) Problem in Using Whisper Games

Based on the result of interview has done by reseacher with English teacher at 11 March 2017 in class V SD Negeri 138 Sabajior when he taught vocabulary about Whisper Games he had some problems:

“Hambatan yang saya hadapi ketika mengajarkan vocabulary tentang Whisper Games adalah yang pertama ketika anak-anak disuruh membuat 2 barisan masih banyak diantara mereka yang bercanda dan berpindah- pindah dari barisan yang satu ke barisan yang satunya. Kemudian hambatan yang kedua ketika saya membisikkan kata (word expression) mereka tidak serius (bermain- main) sehingga proses pembelajaran diluar kontrol.”⁸

It means, problems that I faced when teaching vocabulary using Whisper Games are first when the students are ordered to make two groups many of them took it as a joke and moved from one group to another. Then the second problem when I whispered the word or expression they were not serious until learning process out of control.

Then based on the result observation did by reseacher at 11 March 2017 in grade V SD Negeri 138 Sabajior. I saw when the teacher explain the role of the game many still of the students make noise when the teacher gave the lesson and explained the role of the game and when the teacher Whisper to the first students the teacher must saying clearly and correctly and then students must serious because when studying Whisper games the students must train the listening and memory.

From the result of interview and observation, it can be concluded that there are two problems of the teacher in teaching vocabulary using Whisper Games they are: first, students made a joke

⁸Private interview with Mr. Aswan, English teacher at SD Negeri 138 Sabajior on Saturday, March 11th 2017. At 11.00 wib

and moved from one group to another, second, students did not serious until learning process out of control.

3) Problem in using Guess the Word Games

Based on the result of interview has done by reseacher with English teacher at 17 March 2017 in grade V SD Negeri 138 Sabajior when he taught vocabulary Guess the WordGames he had some problems:

“Hambatan yang saya hadapi ketika mengajarkan vocabulary menggunakan Guess the WordGames (games tebak kata) adalah yang pertama ketika saya membagi kelompok masih banyak di antara mereka yang tidak diskusi bersama tentang kunci jawaban yang saya berikan hanya sebagian siswa yang active. Dan yang kedua ketika saya menyuruh mereka menjawab tebak kata yang telah dibuat di papan tulis mereka masih banyak yang salah.”⁹

It means,problems that I faced when teaching vocabulary using Guess the Word Games are the first when I devided groups many of the students do not discuss together about the answer key that I gave, only several of them are active. And the second when I ask them to answer Guess the Word had been written in blackboard many of them did mistake.

Then based on the result observation did by reseacher at 17 March 2017 in grade V SD Negeri 138 Sabajior. I saw when the teacher explain the role of the game many still of the students make noise when

⁹Private interview with Mr. Aswan, English teacher at SD Negeri 138 Sabajior on Friday, March 17th 2017. At 09.00 wib.

the teacher gave the lesson and explained the role of the game and when the teacher ask the students to sign word to the black board still of the students answered carelessly.

From the result of interview and observation, it can be concluded that there are two problems of the teacher in teaching vocabulary using Guess the Word Games they were: first, the students did not discuss together about the answer key, second, students did mistake when writtenthe answer Guess the Word Games in the blackboard.

b. Flashcard

Based on the result of interview has done to English teacher at 18 March 2017 in grade V SD Negeri 138 Sabajior when he taught vocabulary using Flashcards he had some problems such as:

“Hambatan saya ketika saya mengajarkan flashcards adalah yang pertama ketika saya memperkenalkan gambar, gambar yang digunakan tidak jelas dan nyata, kedua, ketika saya mengacak gambar murid bingung karena masih tahap pemula, ketiga, ketika saya menempelkan gambar- gambar flashcard, karena kurangnya media dari sekolah sehingga proses pembelajaran kurang efektif, keempat, ketika siswa disuruh membuat dialog dari materi menggunakan flashcard mereka bingung mau menuliskan apa karena mereka tidak memiliki banyak kosa kata.”¹⁰

¹⁰Private interview with Mr. Aswan, English teacher at SD Negeri 138 Sabajior on Saturday, March 18th 2017. At 11.00 wib

It means, the problems that I faced when I taught vocabulary using Flashcards the first when I introduce material using picture, the picture that is used is not clear and real, the second, when I shake picture the students are confused because still in beginner level, the third, when I glued the picture or flashcard lack of media from the school until the learning process less effective, the fourth, when students are ordered to make dialogue from material using flashcards they are confused what they want to write because they are lack of vocabulary.

Then based on observation that has done by researcher in class V SD Negeri 138 Sabajior at 18 March 2017. I saw when the teacher explain about the Flashcard the picture used in the flashcard must real and clearly, and when he ask the students made dialogue the students felt because they are not many vocabularies. So when they learn vocabulary the teacher must control the students.

From the result interview and observation, it can be concluded that there are two problems of the teacher in teaching vocabulary using Flashcards, they were: first, lack of media from the school, second, students lack in vocabulary .

3. Teacher Overcome the Problems in Teaching Vocabulary

Teacher's overcome the problems in teaching vocabulary at SD Negeri 138 Sabajior. Based on interviewed with the teacher to overcome the problems of teacher. Of course, it was required efforts to improve the quality of education

and learning. There were to overcome teacher's problems in teaching vocabulary at SD Ngeri 138 Sabajior.

1. To overcome the teacher's problems about games animal twister the teacher should always motivate students to study, so that they interest to learn and finally the process of learning was enjoyable for students.
2. To overcome the teacher's problems about games whisper, the teacher must be clearly and slowly so that the students can follow the lesson.
3. To overcome the teacher's problems about games guess the word, the teacher must consolidate the active students and lazy student so the learning process appropriate with teacher's prospect.
4. To overcome the teacher's problems use media flaschcard, the teacher should do intensive with headmaster in serve teaching media that effective to teach vocabulary learning. The students must done addition extracurricular tutorial lesson and the parents must control the badboy or brat.

Based on clarification above, can be concluded that in overcoming problems of teacher. all direction must be an active role, not just rely to teacher in the school, but also all direction at school and parents at home as first educator in family. If all direction involved so the burden of teachers as educators will be a lighter so thta study goals can be reached.

C. Discussion

After analyzing the collecting data, reseacher found that the Teacher's Strategies in Teaching Vocabulary at SD Negeri 138 Sabajior still less effective and efficient. Because from some strategy was used by teachers strategies is valued have been effective and efficient. But however teacher was effort maximally and teachers sure need new strategies in teaching process so that can be improved th teaching process. This research had been related with Irma Yanti Sipahutar's script entitled" Techers' Strategies in Teaching Vocabulary at Grade IV and V SD Negeri 117506 Labuhan Batu". Reseacher was made interview that English teacher at Negeri 117506 Labuhan Batu , by using games and picture, so vocabulary learning in class IV and V tool place with communicative and fun so that student's understanding of English vocabulary was increasing as they continued to exist in memory and were also easily seen.

From on the explanations of the tecahers' strategy in using picture and games was effective but te teacher fell strategy were used by them have been effective but the tecahers still need new strategies in teaching process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

In this case, the reseacher would like to write the conclusion of this research as follow:

1. Teachers' strategies in teaching vocabulary to young learners at SD Negeri 138

Sabajior were:

a. Using Games:

1) Animal Twister Games,

2) Whisper Games,

3) Guess the WordGames

b. Flashcard

2. Teachers' problem in teaching vocabulary to young learners at SD Negeri 138

Sabajior were:students did not follow the discussion, students confused when he instruction about animal twister, students made a joke and moved from one group to another group, students did not serious until learning process out of control.the students did not discuss together about the answer key, students did mistake when written the answer Guess the Word Games in the blackboard, lack of media from the school, students lack of vocabulary.

2. To overcome teacher's problems in teaching vocabulary at SD Ngeri 138

Sabajior were: teacher should always motivate students to study; the teacher must be clearly and slowly so that the students can follow the lesson; the

teacher should do intensive with headmaster in serve teaching media that effective to teach vocabulary learning

B. Suggestion

After formulating the conclusion, the researcher would like to give the suggestions concern with the result of this research. In this step, the researcher formulated the suggestion as follow:

1. It is suggested to the headmaster that:
 - a. This research as an evaluation to improve the English teacher's ability in teaching vocabulary.
 - b. Headmaster should know the English teacher's problem. So, able to find the solution in teaching vocabulary's problem.
2. It is suggested to English teacher that:
 - a. As a researcher suggest to English teacher make more strategies in teaching vocabulary, with enrich strategy will create communicative learning.
 - b. English teacher should do intensive communication with headmaster in serve teaching media that effective to teach vocabulary learning.
3. To the students, must be study hard to be the best in next time.

C. Suggestion

After formulating the conclusion, the researcher would like to give the suggestions concern with the result of this research. In this step, the researcher formulated the suggestion as follow:

4. It suggested to the headmaster to motivate the English teacher to increasi strategies in teaching English especially in vocabulary.
5. It is suggested to English teacher that:
 - a. Enrich the strategy in teaching vocabularys and never give up to give the best.
 - b. Using other media if the aids of learning in the school still less.
 - c. Always to motivate the students to learn and help them in learning process.
6. To the students, must be study hard to be the best in next time.
7. It is important to other reseacher to make the deepest reseach with the topic of this research, because it is still far from the perfect one due to the limitation of the reseacher's material, knowledge, and experience.

B. Suggestion

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1. It is suggested to English teacher that:
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 - c. Always to motivate the students to learn and help them in learning process.
2. To the students, must be study hard to be the best in next time.
3. It is important to other reseacher to make the deepest reseach with the topic of this research, because it is still far from the perfect one due to the limitation of the reseacher's material, knowledge, and experience.

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2. Mother's name : Sakiah Nasution

C. Educational background

1. Graduated from Primary School number 138 Sabajior
Kec.Panyabungan Barat, Kab. Mandailing Natal in 2000-2006
2. Graduated from MTS Al-Amin Sampean in 2006-2009
3. Graduated from MAN Panyabungan in 2009-2012
4. Be University student in IAIN Padangsidempuan.



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: In.19/E.6a/PP.00.9/w/2015 Padangsidimpuan, 7Desember 2015
 : Biasa
 : -
 : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;
 1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
 2. Sojuangon Rambe, S.S.,M.Pd (pembimbing II)

di-
 Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

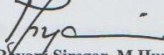
Nama/NIM :Nurhayani/NIM.12 340 0104
 Jurusan : Tadris Bahasa Inggris
 JudulSkripsi :AN ANALYSIS ON TEACHER'S STRATEGIES ON
 TEACHING VOCABULARY TO YOUNG LEARNERS OF SD
 NEGERI 138 SABAJIOR

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan TadrisBahasaInggris


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Mengetahui
 s.n. Dekan
 Wakil DekanBidang Akademik



Dr. Lelva Hilda, M.Si
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Pernyataan Kesediaan Sebagai Pembimbing

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Nomor : B - 17 /In.14/E.4c/TL.00/01/2017
Hal : Izin Penelitian
Penyelesaian Skripsi.

9 Januari 2017

Yth. Kepala SD Negeri 138 Sabajior
Kabupaten Mandailing Natal

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :


Nama : Nurhayani
NIM : 123400104
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sabajior

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Teachers' Strategies in Teaching Vocabulary to Young Learners (A Case Study at SD Negeri 138 Sabajior)". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.
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 PEMERINTAH KABUPATEN MANDAILING NATAL
DINAS PENDIDIKAN
SD NEGERI 138 SABAJIOR
KECAMATAN PANYABUNGAN BARAT

SURAT KETERANGAN
Nomor : 424.1/66 /SD/2017

bertanda tangan dibawah ini:

Nama : ASLINA, S.Pd.I
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Pangkat/Gol. Ruang : Pembina IV / a
Jabatan : Kepala SD Negeri No.138 Sabajior

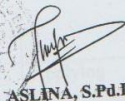
ini menerangkan bahwa:

Nama : Nurhayani
Nim : 12 340 0104
Jurusan/ Program Studi : Tarbiyah dan Ilmu Keguruan / TBI
Alamat : Sabajior, Kec. Panyabungan Barat

telah melaksanakan Penelitian di SD Negeri No.138 Sabajior Kec. Panyabungan Barat dan diberikan informasi data- data yang diperlukan. Dengan Judul: " An Analysis of Teachers' Strategies in Teaching Vocabulary to Young Learners (A Case Study At SD Negeri 138 Sabajior)".

Surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Sabajior, 21 Maret 2017
Kepala SD Negeri No.138 Sabajior



ASLINA, S.Pd.I
NIP. 19581105 198201 2 004

Appendix I

The First of Observation in Teaching Vocabulary Process at grade V SD Negeri 138 Sabajior

No	Day/Date	Teacher	Process of Teaching Vocabulary	Teachers' strategy
1.	Friday/ 10 March 2017	Muhammad Aswan S.Pd	Introducing	<ul style="list-style-type: none"> a) The teacher gave greeting to the students b) Checked the present of the students c) The teacher activated knowledge of the students d) The teacher introduced the material e) The teacher explained about the role of the game f) The teacher explain about the game animal twister.
			Modeling	<ul style="list-style-type: none"> g) The teacher instructed students to separate the class into a group 3-4 students in a group. h) Then teacher gave 1 set picture for every group
			Practicing	<ul style="list-style-type: none"> i) After the teacher gave every group 1 set pictures about animal such as: lion, gorila, snake, crocodile, elephan, and bird. j) The teacher gave instruction twister and every group do it. k) The instruction twister: put your finger of gorila, then put your chin of crocodile, put your hand of elephan, put your face of snake, put your tongue of te bird.
			Applying	<ul style="list-style-type: none"> l) Ask the student raise the picture and they will touch her/ his body relevant. m) Teacher gave score to the

				students. n) Teacher closing the class
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Appendix II

The Second of Observation in Teaching Vocabulary Process at grade V SD Negeri 138 Sabajior

No	Day/Date	Teacher	Process of Teaching Vocabulary	Teachers' strategy
1.	Saturday/ 11 March 2017	Muhammad Aswan S.Pd	Introducing	<ul style="list-style-type: none"> a) the teacher gave greeting to the students b) checked the present of the students c) the teacher activated knowledge of the students d) The teacher explain role of the game. e) the teacher explained about the Whisper games.
			Modeling	<ul style="list-style-type: none"> a) The teacher devide class into even rows. b) The teacher whisper something (word or expression) to the first students.
			Practicing	<ul style="list-style-type: none"> c) Teacher Whisper something to the first students such as: Are you ready, Who are you, what are you doing, He is a docter, I am here, She is beautiful until the last students. Ask students to write down of the word in the black board. d) Then the students continue with whisper same expression until the last students e) The last student clarify the word or expression with the hard voice. f) Then the fist student clarify the word with hard voice.
			Applying	<ul style="list-style-type: none"> a) Then the teacher ask the first and the last students write down the word or expression

				<p>in the black board.</p> <p>b) Teacher gave the score</p> <p>c) Closing the class.</p>
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Appendix III

The Third of Observation in Teaching Vocabulary Process at grade V SD

Negeri 138 Sabajior

No	Day/Date	Teacher	Process of Teaching Vocabulary	Teachers' strategy
1.	Friday/ 17 March 2017	Muhammad Aswan S.Pd	Introducing	<p>a) The teacher gave greeting to the students</p> <p>b) checked the present of the students</p> <p>c) the teacher activated knowledge of the students</p> <p>d) the teacher introduced the material</p> <p>e) The teacher explain role of the game</p> <p>f) The teacher explain about the games guess the words</p> <p>g) Then the teacher gave the key so that they can guess the words.</p>
			Modeling	<p>h) The teacher instructed students to separate the class into a group 4-5 students in a group.</p> <p>i) The teacher made some printed column in the blackboard appropriate with the vocabulary desire or hidden vehicles.</p>
			Practicing	<p>j) Gave the key every group: cat, dog, fish, frog, gerbil, hamster, horse, mouse, parrot, rabbit, turtle. Ask every group to sign the word in the black board appropriate the key gave the teacher.</p> <p>k) the students discussed about the key words</p> <p>l) Every group just can guess 1 letter. If they able guess 1</p>

				letter so the group gave start value. Then every group win will give chance to become guide in front of class.
			Applying	<ul style="list-style-type: none"> m) Ask the students to sign word in the black board appropriate the key gave teacher. n) The teacher gave the scored o) Closed the class

Appendix IV

The Fourth of Observation in Teaching Vocabulary Process at grade V SD Negeri 138 Sabajior

No	Day/Date	Teacher	Process of Teaching Vocabulary	Teachers' strategy
1.	Saturday/ 18 March 2017	Muhammad Aswan S.Pd	Introducing	<ul style="list-style-type: none"> a) the teacher gave greeting to the students b) checked the present of the students c) the teacher gave motivation to the students d) the teacher activated knowledge of the students e) the teacher introduced the material f) the teacher explained about the lesson g) The teacher shows some pictures or writing word . then introduces by saying clearly and correctly. h) The teache introducing about picture and writing word such as noun: sweep, eat, drink write, draw,and read. then all students guess about picture and mention out loud.
			Modeling	<ul style="list-style-type: none"> i) The teacher cover the flash card with a piece of card and slowly reveal it or the teacher hold several pieces of flashcard and it is driving by

				moving the pictures cards that is last display towards the front to see
			Practicing	l) The teacher place a selection of flashcard on the floor according to rolled back. Then all students guess about picture and mention out loud.
			Applying	m) ask the students make dialogue from the flash cards. n) Closed the class

Appendix V

Teachers' Problems in Teaching Vocabulary at SD Negeri 138 Sabajior

No	Observation	Result of Observation
1.	Using Games	<ul style="list-style-type: none"> -Students did not follow the discussion. -Students confused when he instruction about animal twister games. -Students made a joke and moved from one group to anothe group. -Students did not serious until learning process out of control. -Students did not discuss together about answer key. -Students did mistake when written the answe Guess the Words Games in the blackboard.
2.	Flashcards	<ul style="list-style-type: none"> -Lack of media from the school -Students lack of vocabulary.

