

**TEACHER'S STRATEGIES IN MOTIVATING STUDENTS FOR
LEARNING VOCABULARY AT MI AL ISLAM JAMSAREN
SURAKARTA**



SCIENTIFIC JOURNAL

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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2012

APPROVAL

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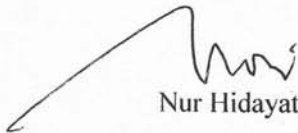
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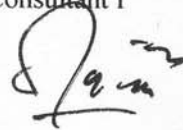
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**TEACHER'S STRATEGIES IN MOTIVATING STUDENTS FOR
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SURAKARTA**

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The objectives of the study are as follows: 1) to describe teacher's strategies in motivating the first-year students for leaning vocabulary, 2) to describe the implementation of teacher's strategies in motivating the first-year students for learning vocabulary, 3) to describe the problems on the implementation of the teacher's strategies in motivating the first-year students for learning vocabulary, 4) to describe problems solving of the implementation of the teacher's strategies in motivating the first-year students for leaning vocabulary at MI Al Islam Jamsaren Surakarta. It is a descriptive qualitative research conducted at the first year students of MI Al Islam Jamsaren Surakarta. The techniques for collecting data are conducting observation, interviewing, and analyzing document. The data are analyzed through data reduction, data display, and conclusion and verification. The results of the study show that: 1) Teacher's strategies to motivate the students in learning English are six strategies in teaching English, namely vocabulary and language development, guided instruction, metacognition and authentic assessment, explicit instruction, meaning-based context and universal themes, and modeling, graphic organizers, and visual aid. 2) The implementation of those strategies, namely using picture, replicated thing, attach and coloring, vocabulary card, singing a song, game and making small group. 3) The problems faced in the classroom during teaching learning process are: first, students were so active. They didn't want to be quite and stay on their chairs. Second, time consuming in preparing material and learning media. Third, teacher's voice is too low. The voice can't achieve around the class. 4) The solutions found by the teacher in solving the problem are by making a game and giving reward, the teacher prepares materials for the next meeting after the class has been over, and the teacher divides the students into small groups and asks each group in turn to get closer to the teacher when the teacher explains the material.

Keywords: teacher's strategies, motivating students, learning vocabulary

A. Introduction

Learning language is learning to communicate with the target language whether oral or written. In learning English, people may have several reasons. First, people learn English because of the target language community. Second, they learn English for specific purpose applied to situation where the students have some specific reasons.

Vocabulary is needed to enrich both spoken and written language. It is the basic component to master. There are four principles of teaching vocabulary, namely recycling, motivation, exam, and communication. In learning vocabulary, learners have to know the meaning of it and also understand as well as can use it in a sentence context. River (1994: 125) states that vocabulary mastery refers to great skill in processing words of language. In other word, vocabulary mastery is the competence or complete knowledge of the words understanding the whole knowledge of the words.

The subject of the research is the first year students of elementary school of MI Al Islam Jamsaren Surakarta. They got great score in the final examination, with the average score of 84. This score is greater than the passing grade that is 60. In fact, the background is, most of the students of MI Al-Islam Jamsaren are not admitted in SD Al Islam Jamsaren because their ability is under the standard determined by the school or they come from lower class community.

Teaching young children needs special treatment. They develop conceptually, have no real linguistic needed, have better mimic, are very egocentric, get bored more easily, forget easily, and are still developing their first language.

Motivation is important in foreign language learning. During the teaching-learning process, the students must have attention to the material in order to motivate their language learning. The students with high motivation generally to better in second language acquisition. In order to build their high motivation, the students have to focus on the material by paying attention. Cameron (2001: 9) states that in directing motivation and in remembering the

whole tasks and goals on behalf of the learner, the teacher is doing what children are not able to do for themselves. When they focus on some part of a task or the language they want to use, children may not be able to keep in mind the larger task or communicate because of the limits to their motivation capacity.

Based on the background above, the researcher formulates some questions as follows:

1. What strategies are implemented by the English teacher in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta
2. How the teacher implements strategies in motivating the first-year students for learning vocabulary at MI Al-Islam at MI Al-Islam Jamsaren Surakarta.
3. What are the problems of the implementation of the teacher's strategies in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta.
4. How to solve the problems of the implementation of the teacher's strategies in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta.

The objectives of this research are:

1. To describe some teacher's strategies in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta.
2. To describe the implementation of teacher's strategies in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta.
3. To describe the problems of the implementation of the teacher's strategies in motivating the first-year students for learning vocabulary at MI Al-Islam Jamsaren Surakarta.
4. To describe problems solving of the implementation of the teacher's strategies in motivating the first-year students for learning vocabulary.

B. Research Method

The study is qualitative research using descriptive analysis. According to Bogdan and Taylor (1976) in Moleong (1989:3) qualitative research is a research which yields the descriptive data in the form of written or oral words from observing people and behavior. It is a type of research which does not include any calculation or enumeration. This kind of research describes the implementation teaching learning process focusing on the raise students' motivation in learning English.

In this research, the subject is the first-year students of MI Al-Islam Jamsaren Surakarta. The object of the research is teacher's strategies in motivating students' for learning vocabulary at MI Al-Islam Jamsaren Surakarta. MI Al Islam is located in Jl. Veteran No. 131 Surakarta.

The data are taken from observation, interview, and documents that the writer found. The form of the data is information gained from observation, and interview. The sources of the data are taken from event, respondent, and document. It was all elements of teaching learning process committed by teacher, students and other source.

There are some techniques of data collection. They are observation, interview, and documentation. In this case the data are taken from the source by direct observations, employing interview, and documentation analysis. Marshal (1997) in Sugiyono (2007: 64) states that through observation, the researcher learns about behavior and the meaning attached to these behaviors. Observation is a method of collecting data by observing the research subject and object. This method is used to observe the teaching learning process on the efforts to motivate students in learning English. This technique is used to investigate the teacher's strategies of English teaching in motivating students. Esternberg (1991) in Sugiyono (2007: 72) defines interview as a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic. Interview is a method collecting the data by questioning and answering to get the purposes. This method is used to

interview the English teacher and the students of first grade of MI Al-Islam Jamsaren Surakarta to get the data of their efforts to motivate in learning English. Document is an instrument of collecting data. The forms of documents are writing materials or others, which add and complete the data in the application of socio-cultural aspects in teaching learning process of English. The writer has gathered a variety of written data or documents such as report, curriculum, material, and anything that supported to the research.

In analyzing the data the researcher used the descriptive method. To describe the process of motivating student in learning English to increase their vocabulary, according to Miles and Huberman (in Moleong, 2007: 308) principally, data analysis is based on positivism paradigm. Data analysis is conducted as follow:

1. Data Reduction

Data reduction is done by summarizing field notes by separating main things relating to research problems, and then it is arranged systematically to describe and to make easy the data searching if sometime it is needed anymore.

2. Data Display

Data display is used to know the entire description of the result either in the form of matrix or coding. After it has been conducted, the researcher is able to draw conclusion and verify it to be meaningful data.

3. Conclusion and Verification

To draw reasonable conclusion, it is conducted verification along with the research using member check, triangulation and audit trail, to guarantee result significance.

C. Research Result and Discussion

1. Teacher's Strategies in Motivating Students for Learning Vocabulary

The teacher uses six strategies in teaching English, namely vocabulary and language development, guided instruction, metacognition and authentic assessment, explicit instruction, meaning-based context and

universal themes, and modeling, graphic organizers, and visual aid. It is suitable with theory of teacher's strategies in teaching English for students referred.

Teacher's strategies in teaching vocabulary are the various method used in teaching English to motivate the students in learning English. The method are using picture, replicated thing, attaching and coloring, vocabulary card, singing a song, game and making small group. The students become active and more conscious in teaching learning process. The students become enthusiastic in answering question and asking the material. The teaching learning process becomes enjoyable and there is cooperation between students. Based on the observation, the writer finds types of teaching procedure used by the teacher. The teacher always does the new strategies to make students enjoy in learning process.

It is relevant with the study conducted by Uzik Nurtantini (2004) investigated strategies in learning English that is created by the subject herself. The difference of the study with this recent study is the creator of the strategies that is the teacher.

2. The Implementation of Teacher's Strategies in Motivating Students for Learning Vocabulary

Teaching young learners by using pictures, replicated thing, attaching and coloring, vocabulary card, singing a song, game and making small group are suitable because young learners develop conceptually, are better mimics, very egocentric, get bored more easily, forget easily, and still develop their first language. Because of these characteristics, the teacher should adapt media and materials of teaching with the students' characteristics.

From the observation, the implementation of teaching learning vocabulary using media (pictures) through attaching and coloring generally run well. They are motivated in memorizing the vocabulary and speaking. They feel happy in coloring and attaching the picture. It is like competition of making such proud. Their name would be written down on

their paper and shown in front of other students. Finally they follow the game because the teacher gives the warning to them, who don't follow the game they will not get the score.

The activities of teaching learning vocabulary using media (vocabulary card) using game generally run well. The students' achievement in vocabulary and speaking is increased. The writer sees the condition inside the classroom is still too crowded. There are some students, who still run over the class to keep close with the writer and then they would like to ask some other name of fruits. In addition, some students also shout in asking the question to the writer. It makes the class crowded too.

The similarity of this study and the study of Nurhayati Ikasari (2007) lies in the descriptive analysis used in writing report and the subject of the study, who is elementary students.

3. The Problem of the Implementation of the Teacher's Strategies for Learning Vocabulary

The problems faced in the classroom during teaching learning process are the students were so active, time consuming in preparing material, and teacher's voice. The students are too active, sometimes, they are so crowded. The teacher felt difficult in teaching class classically using one instruction. The solution for this problem is that the teacher divides the class into small groups in explaining the materials. The students in group have different activity in the class based on their group. For example, when the other group still takes note of the material written on the blackboard, the teacher asks one or two group to come close with the teacher and he explains the material. It occurred often in class in turn. Actually, it is time consuming, but it is more effective. The teacher should give the reward to the students who can answer the question after explaining the material. The next problem faced in teaching learning process was that the teacher had not loud voice. When the teacher used song as media to teach the students, his voice was not loud. It made the

students being crowded because they did not hear the teacher's voice clearly.

4. Problem Solving of the Implementation of the Teacher's Strategies for Learning Vocabulary

The solutions found by the teacher in solving the problems are by dividing the students into small groups, giving reward and preparing materials before the class begins. The solution for problem, the students so active, is that the teacher divides the class into small groups in explaining the materials. The students in group have different activity in the class based on their group. For example, when the other group still takes note of the material written on the blackboard, the teacher asks one or two group to come close with the teacher and he explains the material. It occurred often in class in turn. Moreover, the teacher gave reward or point in form of star stamp. This stamp would be put on their book or their hand because they had answered the teacher's questions. The solution for problem emerging in the classroom, the time consuming preparation of teaching learning process, was that the created pictures and copied them before the class was begun. The solution for having low voice was that the teacher divided the students into small group and invited them to come in front of the class to do such activity.

D. Conclusion

Based on the finding presented in the previous chapter, the writer draws conclusions as follow:

1. Teacher's strategies to motivate the students in learning English are six strategies in teaching English, namely vocabulary and language development, guided instruction, metacognition and authentic assessment, explicit instruction, meaning-based context and universal themes, and modeling, graphic organizers, and visual aid.
2. The implementation of those strategies, namely using picture, replicated thing, attach and coloring, vocabulary card, singing a song, game and

making small group. The students become active and more and more conscious in teaching learning process. The students become enthusiastic in answering question and asking the materials. The teaching learning process becomes enjoyable and there is cooperation among students. The students' achievement in vocabulary and speaking increased.

3. The problems faced in the classroom during teaching learning process are: first, students were so active. They didn't want to be quite and stay on their chairs. Second, time consuming in preparing material and learning media. Third, teacher's voice is too low. The voice can't achieve around the class.
4. The solutions found by the teacher in solving the problem which the students were so active is by making a game and giving reward. To solve the second problem that time consuming in preparing material and learning media is the teacher prepares materials for the next meeting after the class has been over. The way teacher solves the third problem which teacher's voice is too low, he divides the students into small groups and asks each group in turn to get closer to the teacher when the teacher explains the material.

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