

**STRATEGIES IN TEACHING VOCABULARY TO THE FIFTH GRADE  
STUDENTS OF SD NEGERI 3 SOBOKERTO IN 2021 ACADEMIC YEAR**



**Submitted as a Partial Fullfilment of the Requirements for Getting Bachelor Degree  
of Education in English Departement School Teacher Training and Education**

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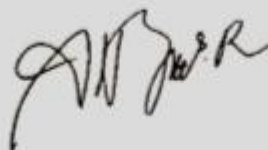
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### STRATEGIES IN TEACHING VOCABULARY TO THE FIFTH GRADE STUDENTS OF SD NEGERI 3 SOBOKERTO IN 2021 ACADEMIC YEAR

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Surakarta, 20 September 2021

The Researcher

A handwritten signature in black ink, consisting of a stylized 'M' and 'A' followed by a series of loops and a horizontal line.

MELLYANA VITA APRILIYANI

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# **STRATEGIES IN TEACHING VOCABULARY TO THE FIFTH GRADE STUDENTS OF SD NEGERI 3 SOBOKERTO IN 2021 ACADEMIC YEAR**

## **Abstrak**

Penelitian ini bertujuan untuk menemukan strategi yang diterapkan oleh guru bahasa Inggris dalam pengajaran kosakata di SD N 3 Sobokerto, dan masalah yang dihadapi oleh guru dalam menerapkan strategi tersebut. Subjek dalam penelitian ini adalah guru bahasa Inggris SD N 3 Sobokerto. Penelitian ini merupakan penelitian deskriptif kualitatif. Data dikumpulkan dari observasi dan wawancara. Teknik analisis data menggunakan metode inkuiri naratif. Hasil penelitian menunjukkan bahwa strategi yang diterapkan guru untuk mengajarkan kosakata kepada siswa kelas lima SD N 3 Sobokerto adalah dengan menggunakan gambar, lagu dan film. Selain itu kendala yang dihadapi guru adalah tidak ada perangkat yang dapat digunakan siswa dalam belajar online karena terkadang orang tua mereka membawa HP mereka. Selain itu, siswa belum bisa beradaptasi dengan menggunakan media online lain dan hanya mengandalkan grup Whatsapp, hal ini membuat siswa sulit untuk belajar online.

**Kata Kunci :** Kosa kata, strategi, pandemi Covid-19

## **Abstract**

This study aims at finding the strategies applied by English teachers in teaching vocabulary at SD N 3 Sobokerto, and the problems faced by the teachers in applying these strategies. The subjects in this study is the English teacher of SD N 3 Sobokerto. This study is a qualitative descriptive research. The data were collected from observation and interview. The data was analyzed by applying narrative inquiry method. The results shows that strategies applied by the teacher to teach vocabulary to the fifth grade students of SD N 3 Sobokerto are by using picture, song and film. The problems faced by the teacher are limited internet access and no device which the students can use in learning online because sometimes their parents take their HP with them. In addition, the student have not been able to adapt to using other online media and only rely on Whatsapp groups. It, makes students difficult to learn online.

**Key words :** Vocabulary, Strategies, Covid-19 pandemic.

## **1. INTRODUCTION**

English as an international language is utilized in all countries around the world, including Indonesia. The language assumes an important rules in many sectors of life, such as politic, technology, and education. Education is a very important thing in children, because they will be the next generation in the future countries. In Indonesia, English is viewed as the main foreign language and one of the subjects to be taught in elementary schools. Based on 2013 Curriculum, English is taught to Elementary School students in order that they achieve functional level, i.e., they can convey in spoken and composed structure to solve daily

problems. In order to communicate well, the students need to master not only the four skills (listening, speaking, reading, writing), but also English components (structure and vocabulary). Vocabulary constitutes an important aspect in learning vocabulary.

Because mastering vocabulary is important, students should be equipped with a lot of vocabulary. Teachers can apply various strategies in teaching the component. The strategies applied can be games, because elementary students are more likely to play while learning. There are principles of language learning that can be used as theoretical references in teaching materials, teaching-learning strategies, and managing language classes in elementary schools (Alwasilah, 2000). English vocabulary should be increased when children in elementary school, especially in fifth grade class because in this class student already get many vocabulary that start from third grade class. In SD Negeri 3 Sobokerto, English teachers also teach vocabulary to the students but the teacher haven't special strategies to teach vocabulary. The researcher choose this school because in this school there are many students who have a limited number of vocabulary and still get difficulty to memorize a new vocabulary. The researcher observed the process of teaching vocabulary to the Fifth Grade Elementary School students. The researcher observed how the English teacher taught English vocabulary to students. Due to Covid-19, all learning activities were done online. And for English lessons, the teacher taught students via WhatsApp, and just provided material and questions. In a Whatsapp group students are more passive because there are still many students who haven't quota even signal to access it.

This current study is not tottally new. Many similar research had been conducted by the previous researchers. Sasa Astra Pamungkas (2012) who has conducted research entitled Strategies In Teaching Vocabulary At The First Year In Smp N 2 Bringin, Kabupaten Semarang, while Darwin (2019) who has conducted research entitled Increasing Students' Vocabulary Mastery Of The Seventh Grade At Mts Al-Khairat Sandana Through Words On Cards Strategy, then Sihombing (2019) who has conducted research entitled The Effect of using Jumble Letters in Teaching Vocabulary in Eight Grade Students of SMP Negeri 7 Pematangsiantar, then Ary Setya Budhi Ningrum and Eti Kurniasari (2014) who has conducted research entitled The Effectiveness Of Mapping Word In Teaching Vocabulary At The Tenth Grade Of Students Of Smk Hassannudin Pare, the next is Dewi Nur Asyiah (2017) who has conducted research entitled The Vocabulary Teaching And Vocabulary Learning: Perception, Strategies, And Influences On Students Vocabulary Mastery, then Sekar Ayu Wardhani (2018) who has conducted research entitled Vocabulary Learning Strategies

Employed By The 8th Grade Students At Smp Negeri 12 Purwokerto, and then Karuni Humairah Arta (2018) who has conducted research entitled *The Strategies Used By English Teacher To Teach Vocabulary (A Study At Several Mas In Aceh Besar)*, the next is Satuna Indah Wardani (2015) who has conducted research entitled *Improving Students Vocabulary Mastery using Word Mapping Strategy*, and then Hidyah Maulida M.Pd and Tri Winindyasari Palupi S.Pd, M.Pd (2019) who has conducted research entitled *Teaching Vocabulary For The Students with Mental Retardation*, and the last is Endah Cahyani (2010) who has conducted research entitled *Teaching English Vocabulary By Using Realia To The Seventh Grade Students Of Smp PGRI 2 Palembang*.

Based on the previous study above, it can be concluded that this research has differences and similarity with the previous ones. The differences are in place and limitation of the study. Besides, the similarity is all of those research explain vocabulary. The aims of this research are (1) to find the strategies applied by the English teachers in teaching vocabulary and (2) to analyze the problems faced by the teacher in applying the strategies in teaching vocabulary.

## **2. METHOD**

The researcher used qualitative research. The subject of this study are the English teacher of the fifth grade student of SD N 3 Sobokerto. To collect the data the researcher used descriptive qualitative research which obtain of interview, documentation and observation. The researcher also involved the participation of the teacher. The validity data was taken by narrative inquiry. To make data credible, the writer uses the theory of narrative inquiry. The writer uses the theory in order to get the data from different sources by having interview and comparing the result of interview with the data derived from observation. The researcher limits on the strategies in teaching vocabulary to the fifth grade of SD Negeri 3 Sobokerto in 2021 academic year.

## **3. FINDINGS AND DISCUSSION**

### **3.1 Finding**

#### **3.1.1 The strategies applied by teacher to teach vocabulary to the fifth grade students of SD Negeri 3 Sobokerto**

From the interview with the English teacher of SD Negeri 3 Sobokerto, Miss Wahyu Septiningtyas, S.Pd students like learning using picture, song and film.

a. Picture

The teacher said that:

*“... untuk vocab siswa lebih senang kalau menggunakan tebak-tebakan pakai gambar, lagu dan film”*

*“...for vocab student prefer use guessing with picture, song and film”*

(Interview with Mrs. Tyas on, August 30<sup>th</sup> 2021)

In teaching learning process there are many strategies and method can be applied by the teacher such as guessing with picture, song, film or movie. Based on the teachers statement, it can be seen that students are more like using picture, song and film. By using some media the students are easily to comprehend the meaning of word and material, so they are not learning English too hard.

Picture is a media that have proved to be successful and support the students in the learning process that are purposed to improve their abilities of English subject, especially in conversation. Pictures can be used for extremely imaginative use in informative language teaching. Using picture is relied upon to be the strategy of showing help and set up the material of which language can be produced. The students can be divided into a group. A group can be asked to produce communicative sentence and giving expression from the picture. Occasionally, in this case, is relied upon to theory. For that reason, the students can imagine it expressly. By doing this, their imagination can be applied. The activity of each group can work on a different picture, and attempt some kinds of a description which should includes of question and answers that related to the picture.

b. Song

Songs are an excellent "instrument" to help the learning process students English, the melodies are able to motivate students while studying English. The teacher invited the students to sing a song together and followed the styled according to the song before the learning process began.

The teacher said that:

*“...Kadang tak kasih lagu yang lagi hits sekarang, kaya lagu to the bone. Terus mereka tak suruh nyari kata kerja atau kata sifat nya”*



“...Sometimes i give songs that are hits right now, like songs to the bone. Then, i ask them to looking for verb or adjective words”

(Interview with Mrs. Tyas on, August 30<sup>th</sup> 2021)

However, song helps the students to memorizing, coordination and concentration. Students become more sensitive to rhyme as an instrument to interpret meaning. In addition the song provides tremendous benefits for pronunciation. Please note that not all songs English can be used as a learning resource. For example, a song whose music is too dominant or a song that contains too much metaphorical language is not good for students. The teacher should choose songs whose lyrics can be heard clearly, as well as good to pronunciation.

c. Film

Film or movie is an audio-visual work of art that serves to convey messages to the general public through story media. Film is also a medium of education, information and persuasion.

The teacher said :

*“Alat-alat itu sebenarnya sudah ada, kadang anak-anak tak ajak nonton film terus dengerin lagu gitu”*

“The tools are already there, sometimes i invite the children to watch movies and listen to songs”

(Interview with Mrs. Tyas on, August 30<sup>th</sup> 2021)

Movie is a media used in a especially language learning. In this way, mastery of pronunciation or pronunciation of vocabulary will be easy to understand. Students can also know how to pronounce the pronunciation of the original native speaker, so that over time they will get used to saying it clearly and correctly.

3.1.2 The problems faced by the teacher in applying the strategies in teaching vocabulary at fifth grade students of SD Negeri 3 Sobokerto

Based on the writers interview with the English teacher, the writer knows that there is many problem faced by the teacher in teaching vocabulary.

a. Limited Internet Access

Limited internet access a challenge for online learning, because of Covid-19 outbreak, all of the teaching process were done by online, this makes students to buy extra quota to study online.

The teacher said:

*“...Selama belajar online siswa mengeluh karena susah sinyal dan juga harus mengeluarkan uang untuk membeli kuota tambahan”*

*“...During online learning, students complained because of limited internet access and having to spend money to buy additional quotas”*

(Interview with Mrs. Tyas on, August 30<sup>th</sup> 2021)

In addition the teacher also said :

*“...Kesulitannya saat mengajar itu susah sinyal dan tidak ada perangkat yang bisa digunakan siswa untuk belajar online karena kadang HP di bawa orang tua”*

*“...The difficulty when teaching are limited internet access and no device which the students can use in learning online because sometimes their parents take their HP with them”*

(Interview with Mrs. Tyas on, August 30<sup>th</sup> 2021)

Many students complained about online learning and want to offline learning. The students without internet data will most likely fall behind in their studies, so teachers will have to call them to tell about homework and which textbooks to use. In this case, the obstacle is that few students limited internet access, especially from poor families and those living in rural areas.

b. The Use of e-Learning of Online Media

Learning during the Covid-19 outbreak can be done using a variety of tools learning media that have been provided at this time. The teacher can innovate in providing and delivering material to students. Online media can be used using existing applications, such as programs from google, namely google classroom, google suite, zoom, whatsapp and other applications.

The teacher said:

*“...Karena masa nya seperti ini, saya mengajar melalui grup whatsapp saja, karena anak-anak belum bisa menggunakan media online yang lain”*

*“...Because of this era, I only teach through WhatsApp group, because the children can't use other online media”*

(Interview with Mrs. Tyas on, August 30<sup>th</sup> 2021)

Based on the teacher statements, can be seen that in this era there is limited internet access to learn online. In addition, the student have not been able to adapt to using other online media and only rely on Whatsapp groups. It, makes students difficult to learn online.

### **3.2 Discussion**

As we know, due to Covid-19 outbreak all learning processes in the world have changed from face-to-face to online mode. It makes the teachers should be able to create learning that can accessible in this time. The teacher must ensure that teaching and learning activities keep it running, despite the fact that students are at home. The solution is the teacher can design learning media as innovations by utilizing online media. Then, at that point, internet network connection is one of the obstacles faced by students whose homes are difficult to access the internet, especially those living in rural areas and from poor families.

Based on the data analysis, the writer finds some research finding. Each research finding can be connected to get one general conclusion. Since Covid-19 outbreak, all learning activities were done online by using WhatsApp. It makes the teacher difficult to teach students because of the students can use in learning online because sometimes their parents take their HP with them. The teacher must be more patient to pay attention for them. The teacher allows the student to asking about the material from the WhatsApp. The teacher also allow students come in once a week to do a guessing use picture to make children interesting to learn English vocabulary. And when online teaching, the teacher can use some media online such as google classroom, zoom, google meet, and other applications.

Online learning media can interpreted as media equipped with an operable controller by the user. Many advantages of using learning media online is self-directed learning and high interactivity, capable improve memory level, give more learning experience, with video, text, audio, and it also provides ease of delivery update content, students too can send e-mails, use chat rooms, and post comments on discussion forums. According toVisnja (2008) in his book Vocabulary Learning Strategies and Foreign Language Acquisition (Second Language Acquisition) he define language learning strategies impression of being fundamental to this theory according to which interlanguage evolves over time as a result of

various strategies that learners use to make sense of the language input and to control the output. Therefore, on the one hand, a few components of the interlanguage might be the consequence of students explicit way to deal with the language material to be learnt. Teachers have to get used to it teaching by utilizing complex online media that must be packaged effectively, and understood, and easily accessible by students. However, learning by using technology nowadays cannot be separated from our lives, but we cannot avoid the technology, especially during the Covid-19 outbreak with it makes the teachers think about how the learning process run well with online media.

The researcher compare with previous findings that was done by Karuni Humairah Arta (2018) entitled Strategies used by english teacher to teach vocabulary. In her research the reseacher found that all of the teachers in this research had their own way to teach vocabulary. They tended to use a particular approach of that strategy or a combination from many strategies proposed by the experts. The strategies applied by most of them were Scavanger Hunt strategy, Word Map strategy, and the blend of both strategies. Beside in this research the strategies applied by teacher to teach vocabulary to the fifth grade students of SD Negeri 3 Sobokerto are by using picture, song and film and the problems faced by the teacher are limited internet access and no device which the students can use in learning online because sometimes their parents take their HP with them. In addition, the student have not been able to adapt to using other online media and only rely on Whatsapp groups. It, makes students difficult to learn online.

As a result from explanation above, it could be concluded that this research is different with previous study because the similarity from previous study is about strategies to teach vocabulary and the differences are the subjectof the study and how the teaching learning process during Covid-19 outberak. So, this reserch is different from the previous one.

#### **4. CLOSING**

According to the data and analysis which is done by researcher, the conclusions are (1) the strategies applied by teacher to teach vocabulary to the fifth grade students of SD Negeri 3 Sobokerto are by using picture, song and film, (2) limited internet access and no device which the students can use in learning online because sometimes their parents take their HP with them. In addition, the student have not been able to adapt to using other online media and only rely on Whatsapp groups. It, makes students difficult to learn online. However, in teaching learning English, especially vocabulary English teacher should make fun the

teaching learning process. It is to make student interested to learn English. Then, students can understand the meaning of word English. In addition, using picture, song and film also can make the students fun and not bored to learning English. And to overcome the problem of allowing students to use online media, the teacher can provide students with training on how to use learning media.

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