

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research finding and the discussion of this research based on the data gathered during the investigation. Before presenting the findings of the study, in this part the description of subjects' profile are presented. Although the descriptions of the subjects are not the needed data, they are important to picture out how the subjects view about English.

#### **A. The Description of The Subject**

The presentation of the data findings in this part, related to the teachers' strategies in teaching vocabulary at MTsN Tulungagung. Those could be gotten from the subject (selected English teacher). Before the researcher presented the data findings in this research, firstly, the researcher presented the subject profile.

##### **1. English Teacher's Profile**

The subject is an English Teacher who was born in Tulungagung, 22<sup>nd</sup> April 1971. She lives in Beji Village, Tulungagung. She graduated from Malang State University for S1. She has been taught English for about 19 years.

She has lots of experiences on how to treat the students with the different kinds of characteristic in her class. She has special method to build

the students mastery on vocabulary. She often asks the students to find out the difficult words and then asks them to mention those words one by one. She also gives additional English lesson to her students in favorite class who has poor vocabulary in English. She said that every class has special characteristic so it needs special strategies and method to teach them effectively and efficiently. She said that teaching in any place basically the same because at class one the students 'ability is not far different, what make it different is just also the condition of the school. As a result, she assumes that every teacher has to be able to adapt with any kind of problems in the teaching and learning. She tries to make the students comfort with her when she teach in the class.

She has specials trick to treat the students by varies her teaching by giving certain game and using media. She teaches 7E-7H & 8A-8D. She is very kind and friendly with her students. As an English teacher, she tries to improve her teaching by following every workshop or training conducted by the Ministry of Education. For example, she has followed workshop about KTSP in Tulungagung and joint to MGMP team.

## **B. Research Finding**

Based on the result of observation and interview to the subject of the study, the researcher presents the finding of the study. The data were also taken from documentation. The following researcher presents the findings of the study that are divided into two findings:

### **1. Teacher's Vocabulary Teaching Strategies**

This part presents the research findings which the researcher found in the field by doing observation and interview. It related to the teachers' strategies in teaching vocabulary at MTsN Tulungagung. After the researcher investigated the teacher strategies in teaching vocabulary, finally, the researcher got some data. The results of the research findings were presented in the descriptions bellow.

The subject said that vocabulary is one of the components that determine someone to be success in learning language. If we do not know the meaning of vocabulary, how we can success in learning the language. Vocabulary teaching is an integrated part of her teaching and it takes places automatically. As she said, "I teach vocabulary to the students automatically or integrated in my lesson such as by reading text and doing exercises". She worked on the text book from which the students read the text and worked with words list. She explained words before, during, and after the text was read. Generally the teacher read or asked the students to read the text, she explained what the text talked about, then the teacher asked to the students to answer the questions related to the reading text. In

that process whenever students found the unfamiliar words, the students were asked to translate them by asked her or look up in the dictionary to find out the meaning. Because dictionary was the easiest tool that can solve their difficulties in learning vocabulary. As the subject said, “I ask the students to use dictionary in my English class, but sometimes the students still forget to bring the dictionary. So, I ask them to borrow the dictionary in the library. Now, the students like to bring electric dictionary and use dictionary in their laptop”. Not only translating the words, the teacher also asked the students to write unfamiliar words. As the teacher said, “I ask the students to look up dictionary or ask me, and then write it down on their note book or under the corresponding words. You can see in their English book that full of sign or note”. So the teacher asked her students to use dictionary to know the meaning, pronunciation, and spelling of vocabularies. She not only asked her students to use dictionary when they learned vocabulary in school but also when they learned at home.

Another strategy employed in teaching vocabulary was providing opportunity for her students to ask English teacher or friends. She asked her students to ask her or their friends when they had troubles in learning English vocabulary. So, it could be one of activity to practice their vocabulary mastery.

The following is field note that researcher got on 28<sup>th</sup> April 2013.

The field note describes an activity conducted by teacher in providing the students opportunity to ask.

In the second observation, the researcher observed the VIII grade of B class. In the B class the teacher discussed the exercises in module. In discussing the exercises the teacher asked her students by saying “do you have any question? Or “have you understood?” Those questions were replayed by the teacher before she continued her teaching.

Another strategy was by asking the students to make dialogue in group based on the certain vocabulary that have been learned, and then practice it. Sometimes the teacher also asked her students to retell. Those activities helped the students to understanding the context of the words. Because the teacher believed that context was important as it helped students’ well understand the words.

In addition, in order the students have good retention in vocabulary, the teacher asked her students to memorize the vocabulary that they have learned and used them in daily life communication.

The subject not only worked on the text books, but also worked with some literatures that were available online. She asked her students in a group to find out some texts on internet such as some kind of texts that have been learned for example descriptive text, recount text, narrative text, etc. After the students have found some kind of texts, the teacher asked her students to list some unfamiliar words from the text and discussed them with others group in the class before it was collected as group assignment. Additionally, she had word games which were good to use not only to

learn vocabulary but also to make her students enjoy in learning vocabulary. She asked her students to describe some pictures by using some word that has been discussed before, while the other students guessed what was to be described. In testing her students vocabulary she did not mention if she test vocabulary, because through her daily teaching she could know how far her students vocabulary mastery. It was representing through their students' speaking, or writing. She said that if the students able to answer the question automatically, they mastered the vocabulary that has been learned.

## **2. The Teacher's Ways in using The Strategies in Teaching English Vocabulary to Support The Students' Vocabulary Mastery**

The data related to the teacher's ways in using the strategies in teaching English vocabulary to support the students' vocabulary mastery were taken from conducting interview with the subject and having observation. The presentation of findings, in this part covers seven kinds of vocabulary teaching strategies, they are reading text, translation, looking up at dictionary, making note, practicing dialogue and storytelling, playing word games, and use vocabularies for communication in daily life

### **a. Reading**

The major strategy in teaching vocabulary was reading because the teacher worked on the text book from which the students read the text and worked with words list. In reading text automatically the student

asked to understand the text.

Generally, the teacher read or asked the students to read the text. There were various types of text such as notice, narrative, and recount. She explained words before, during, and after the text was read.

Before reading, students were pre-taught unknown words in the text. In this case, the teacher had a preparation about what kinds of the text that was taught; vocabularies used there, and decided which words were new, difficult or key words and presented them before reading activity. During reading, teacher guided the students to read aloud the text or example words in the list. After the text was read the teacher explained what the text talked about, discussed the new words, and then asked the students to answer the questions related to the reading text.

Through this activity, the students' vocabulary mastery could increase because the students found a lot of vocabularies that they had never known before. As the subject said, "By reading, students can increase their new vocabulary". So, it gave new knowledge to them. This activity also helped the teacher to manage the students' vocabulary through various kinds of texts.

#### **b. Translation**

According to the subject, the students needed to know the meaning of the words or unfamiliar vocabulary by translating it. The English teacher of MTs Negeri Tulungagung used two languages when she explained words in teaching process. For example, the teachers used

Indonesian translation in explaining words meaning. The following is field note that researcher got during the observation (April 27<sup>th</sup> 2013) that gives illustration that the teacher used translation in explaining words in teaching.

In B class of second grade, the teacher didn't give test as A class. The teacher continued the material from the module that hasn't finish yet. In discussing the material the teacher asked the student to read and translate the exercises orally. It was started from the back row than continued in front. The teacher discussed the difficult words from the exercises by translate it in Bahasa Indonesia. Such as the word ground translated into *tanah*, route translated into *rute*, loudly translated into *dengan keras*.

From the illustration we could see that in explaining meaning, the teacher used translation. The translation was done when the teacher discussed the exercises on the text book or module. Firstly the teacher asked the students to translate the difficult words in the exercise, to know the meaning but when the students could not translate it the teacher helped her students to translate it.

### **c. Looking up at dictionary**

In some occasions, the teacher accustomed the students to look up at dictionary. It was done by the teacher to help the students become independent learner. This activity could be done by the students not only at school but also at home when they found the difficult words. If the students found some difficult word, the teacher asked the students to look up dictionary. They were supposed to translate some words by themselves in most cases with the help of dictionaries. At first, the teacher gave instruction about how the students used what they



found in a dictionary so they could transfer meaning they found into something useful. Students might be confused by different meanings for the same word but later they would accustom to do it by themselves. From those ways, the students knew the meaning, spelling, and pronunciation of the vocabulary. As subject stated, “By asking me or their other friends and looking up at dictionary, the students could easily learn vocabularies”.

#### **d. Making notes**

The role of notebooks was very important in teaching vocabulary. A number of very useful information was stored there. It was necessary to keep note book well-organized and also well-designed. In this case, the subject was no talking only about list of words that was used by her to examine students' vocabulary knowledge but notebooks should be tools for students to store the vocabulary that they have learned. So, in asking the students to make vocabulary notes, beside the teacher gave the vocabulary to the students, the teacher asked to students to decide which vocabulary they would note into their notebooks. In this case, students would feel responsible for choosing the right expressions and pay more attention to what they actually decided to write down on their notebooks. It was in line with the teacher statement, “I often ask my students to find out some kinds of text that they have learned and ask them to make list of some words in the text that they feel difficult or they have never known before”. This was a very important because the

students would decide which vocabulary was important and which one was good to know. It would help the students to remember that vocabulary that they have wrote in note book.

**e. Practicing Dialogue and Retelling**

As the teacher said, “I teach vocabulary integrated with other skills such as reading listening, writing and speaking. For speaking and listening, I often ask my students to make dialogue based on the text that they have learned, then I asked to practice it, or retell.”From that statement, we could see that the other useful way of teaching vocabulary was by practicing conversation. The teacher firstly read dialogues and stories so that students should listen carefully to get an idea what the text was about and provides short information of the story. Secondly, listening was done after the text was read and students listen and read consequently. After this, reading they should be able to provide more detailed information. According to the difficulty level of the text, the teacher discussed unknown words and a phrase, and then the teacher asked the students to make dialogue based on the information then practiced the dialogue.

While it was retelling after discussing unknown words or phrase, it continued with the final reading by a student. This final reading should prepare students to be able enough to retell the story in their own words, to paraphrase it or summarize it.

#### **f. Playing word games**

Other activities that support the students' vocabulary were games activities. In word games, the teacher taught by presenting pictures such as picture of artist, animal or things. The teacher, in the presentation, focused not only on developing students vocabulary but also speaking, grammar and writing, or it was called "integrated" teaching. Teaching vocabulary could be integrated with other skills. Here, the teacher gave picture to the students, then asked them to describe the picture. So, other students could understand or found the meaning of vocabulary based on the picture. Through that word games the students could learn vocabulary in more joyful ways. It also increased their motivation to learn vocabulary.

#### **g. Providing opportunity to the students to use vocabulary in real life context**

Students sometimes were found had difficulty to express particular situations or reluctant to have communication in English when they were in the class. As the teacher said, "My students ignore me when I talk with them in English, but I keep talking with them in English so that they accustom to". The aim of the teacher talked in English was facilitating the students to practice in order they accustom to have communicative ability. The students' vocabulary can be improved through practicing it in real life context. Therefore, the teacher made the students to speak as frequently and as freely as possible and insist on

their using English for any comments they make, and asking question to the teacher if they find difficulties in learning. To stimulate the students to speak up using vocabulary they have learned, the teacher pick up words either accidentally or deliberately and talk about them.

### **C. Discussion**

This part presents the discussion of the research findings. There are two research question proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is about the strategies that are applied by the teacher in teaching vocabulary. Meanwhile, the second discussion focuses on the teacher's ways in employing the strategies in teaching English vocabulary to support the students' vocabulary mastery.

In attempt to make the teaching and learning process successful, especially in teaching vocabulary, the teacher should consider some factors. According to Flannigan & Greenwood (2007) there are four factors, which are: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words. In this case, the teacher of MTsN Tulungagung considered that factors, one of them was by considering the strategies she employed to teach the vocabulary. In employing the strategies in teaching vocabulary, she also taught based on the principle of teaching vocabulary as Nunan (2003:135) stated that there are four principles

for teaching vocabulary: focus on the most useful vocabulary first, focus on the vocabulary in the most appropriate way, give attention to the high frequency words across the four strands, and encourage learners to reflect on and take responsibility for learning.

From the research finding, the teaching strategies employed by teacher in teaching vocabulary were so various. The first strategy is reading text. Reading is an incidental source of learning vocabulary for the students. The incidental learning of vocabulary is learning vocabulary as a byproduct of doing other things such as reading or listening. Hunt and Beglar (as cited in Renadya, 1991:156) recommend it as a regular out of class activity where the students develop the ability to read and play an important part in vocabulary teaching in that they provide students with authentic communication opportunities to experience the function of the language. It provides the students to know unfamiliar word on the text. It encourages learner to deliberately learn unknown vocabulary in the text. It is also provides the students to talk and write about their reading.

The second strategy is translation. Translation is a quick and easy way to present the meaning of words. By using this strategy the teacher directly translate the words in Indonesia. The next strategy is by asking the student to look up at dictionary. Dictionary is used to discover unfamiliar words and expression. Harmer (2007:239) states that “dictionaries contain 2 wealth of information about words that students can gain from it. Not only mean but also they can see how to operate the words”. The students can use a variety of

dictionaries: bilingual, monolingual, and thesaurus. By using dictionary, students also can learn vocabulary independently because it can be used both in the school and in the students' own home.

Another strategy is asking the students to make notes. The students usually were asked to take notes the vocabulary that they never hear or see before. The next strategy is by providing the students the opportunity to ask. It facilitates the students to use the vocabularies that they have learned in daily life communication. The teacher gives opportunity to the students to ask her or their friends. Hawkin (1998) states "a learner may develop the habit of asking people, he is talking to explain the meaning of word". So it can be good way of learning the meaning of words. In this case, students not only memorize some vocabularies but also try to use those vocabularies for communication. It anticipates students to forget the vocabularies that they have learned. It is in line with Kasten (1993) who states that "learner forget how to spell words when they have little occasion to use them".

Based on the theory of kinds of vocabulary teaching strategies in chapter II above, the researcher got point that the teaching strategies above are relevant to support the students' vocabulary mastery. These strategies include in the three kinds of teaching strategies based on Nation (1990:66-67). They are presentation strategy, practices strategy, strategy for strategy training. Presentation strategies are strategies that involved either presentation of the meaning or the form. This strategy focuses on the pronunciation or spelling of the word. Translation, reading text, question and answer technique

orally are the strategies included in this presentation strategy. Whereas, practices strategies are strategies that involve classroom review of the previously introduced vocabulary as well as home work. The teacher asked the students to make dialogue and practices it and word games are categorized in this strategy. Strategies for strategy training are teacher's strategy in teaching that teaches students become independent vocabulary learning. The strategies which are categorized into strategies for strategy training are the teacher asks her students to look up at dictionary and keeping vocabulary notes.

From the discussion above, we can see that the teacher's strategy in teaching English vocabulary is very important for the students. The teacher uses more than one teaching strategies such as: reading text, translation, looking up at dictionary, making note, practicing dialogue and storytelling, playing word games, and use vocabularies for communication in daily life. These strategies help the students in easier, faster, and more enjoyable ways to master vocabulary so they really support the students' vocabulary improvement.