VOCABULARY TEACHING TECHNIQUES IN ENGLISH AS FOREIGN LANGUAGE LEARNING FOR YOUNG LEARNERS: A CASE STUDY OF AN ENGLISH TEACHER AT SDN CIPINANG BESAR SELATAN 07 PAGI

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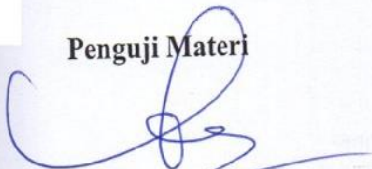
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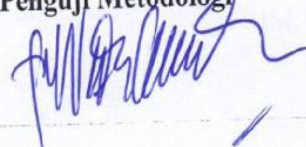
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ABSTRAK

MERY SORTA. 2018. *Teknik Mengajar Kosakata dalam Pembelajaran Bahasa Inggris sebagai Bahasa Asing untuk Anak-anak: Studi Kasus terhadap Seorang Guru Bahasa Inggris di SDN Cipinang Besar Selatan 07 Pagi.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk menggambarkan teknik mengajar kosakata yang digunakan oleh guru dalam mengajar kosakata bahasa Inggris untuk anak-anak. Penelitian ini menggunakan studi kasus dengan pengamatan kelas sebagai teknik pengambilan data. Analisis data dilakukan dengan mengklasifikasikan teknik mengajar kosakata yang dilakukan oleh guru yang didapatkan melalui transkrip video dan suara. Peserta dalam penelitian ini adalah satu orang guru bahasa Inggris di salah satu sekolah dasar negeri di Jakarta. Temuan penelitian menunjukkan bahwa teknik mengajar kosakata yang digunakan meliputi teknik penyajian (menggunakan gambar dan penerjemahan), teknik latihan (pengulangan), dan teknik belajar mandiri (bertanya pada orang lain dan menggunakan kamus).

Kata kunci: Teknik mengajar kosakata, Pembelajaran Bahasa Inggris sebagai Bahasa Asing, Anak-anak

ABSTRACT

MERY SORTA. 2018. *Vocabulary Teaching Techniques in English as Foreign Language Learning for Young Learners: A Case Study of an English Teacher at SDN Cipinang Besar Selatan 07 Pagi.* Skripsi. English Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

The purpose of the study was to portrayed the vocabulary teaching techniques used by a teacher in English as foreign language learning for young learners. The study was a case study with the classroom observations as techniques of collecting the data. The data was analyzed through the table of vocabulary teaching techniques which are taken from the video and audio transcription. Participant of this study was an English teacher at one public elementary school in Jakarta. The findings of the study showed the vocabulary teaching techniques used by the teacher were techniques of presentation (using pictures, drawings, meaning definition, and translation), techniques of practicing (repetition drill), and techniques of training (asking for others and dictionary use).

Keywords: Vocabulary Teaching Techniques, English as Foreign Language,

Young Learners

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CHAPTER I
INTRODUCTION

This chapter reveals the background of the study, the research question, the purpose of the study, the scope of the study, and the significance of the study. The explanation is presented below.

1.1 Background of the Study

This study concerns with the teaching techniques of English vocabulary for young learners. Teaching techniques emphasize the ways the teacher deliver the lesson to the students. Techniques are the ways and means adopted by a teacher to direct the student activities to achieve the objective which means techniques are the tool of the teacher (Gerlach, 2006). On the other side, Brown (2001) defines technique as any of a wide variety exercises, activities, or tasks used in the language classroom that were consistent with a method and therefore were harmony with an approach as well.

The purpose of teaching techniques is to develop the teaching and learning in a classroom and involve the students into the learning (Nur, 2014). She also adds that techniques in teaching and learning are beneficial either for teachers and students. For teachers, the use of techniques is in order to teachers become easier and better in teaching and learning process. Teachers can give the instruction to the students in the class so that the lesson can be captured, understood and used by the students well. Then, it is to facilitate the achievement of learning outcomes in a teaching and learning process. While for the students,

the using of techniques get the students to gain motivation in learning, the material of the learning is clear so that it can be understood by the students and enable them in achieving the learning outcomes, students are not getting bored during the teaching and learning, and students could learn more since the they are not focus only on teacher's utterances but others activities.

The advantages above show that techniques are important to be implemented by teachers in teaching, including teaching English. English is well known as the most vital and influence language in the world. It is used by a large number of people to communicate each other. It has become essential for people throughout the world included Indonesian people. Regarding to its important, thus the government issues a policy of English as one of the local content subject in elementary school. It is stated:

> *"Surat Keputusan Menteri Pendidikan dan Kebudayaan Nomor 060/U/1993 tanggal 25 Februari 1993 tentang dimungkinkannya program bahasa Inggris lebih dini sebagai satu mata pelajaran muatan lokal SD, dan dapat dimulai pada kelas 4 SD (Kasihani, dalam pidato pengukuhan profesor di UM)."*

However, for the recent years English as a foreign language has been taught to young learners since the first to sixth graders. Young learners are children on the age of 7-12 years old who are involved in the formal school, especially at the elementary school (Slattery and Willis, 2006).

Teaching English as a foreign language to young learners begins with teaching the vocabulary. Vocabulary concerns with words and words meaning. It is the basic element of learning languages, including

English as the foreign language. Brown (1995:1) described vocabulary as a list or a set of words for particular language. Vocabulary as the basic component of language has an important role in teaching English. McCharty (in Rully, 2009) states that learning a language without vocabulary may result a meaningless way in some communication. It show that vocabulary has an important role in communication both in written and oral. On the other word, vocabulary is also important as the building blocks of the four language skills: writing, speaking, listening, and reading. (Schmiit and McCharty, 1997, p.6).

In learning vocabulary, young learners starts with knowing a word. It focuses on the word form and the meaning. Young learners will be easier to acquire the vocabulary through visual techniques such as pictures, photographs, realias, demonstration and so on. In addition, the use of dictionary also helps the students to get the meaning of a word they do not know. To help the young learners in the learning process, the teacher's role is needed. On the other word, teacher has a great role in building the young learners vocabulary. Somehow teaching vocabulary is not an easy thing to do. Moreover, teaching vocabulary to young learners is different from teaching adults. This is because different age has different needs, competencies, and cognitive skill (Harmer, 2001). Their different characteristics become the main consideration in treating them differently as the teaching subjects.

Therefore, teachers have to consider the factors in teaching such as approaches, methods, techniques and strategies in order she or he can convey the materials in accordance with the children characteristics.

In teaching English vocabulary for young learners, there are many different ways or kinds of techniques that can be used by teachers such as using pictures, real objects, demonstration, translation, dictionary use, etc. However, teaching and learning English vocabulary has been neglected by the teachers who use the inappropriate techniques exceedingly prefer to teach English grammar rather than teaching vocabulary as a separated lesson (ErsanSanusi, 2009). In other sides, they merely teach reading comprehension without giving clear explanation about the techniques or methods on how to recognize the meaning of words rather than on vocabulary in detail. This makes the students lose their motivation in learning English since they cannot master the meaning of words in a senctence neither can communicate in English appropriately. Therefore, Wilkins (1984:111) suggest that "without grammar, very little can be conveyed but without vocabulary nothing can be conveyed." In short, it can be worded that this study is quite sensible to help provide the students with the vocabulary teaching techniques.

In Indonesia, there are several previous studies related to the teaching and learning vocabulary. Lubis (2014) found that the activities of teaching and learning for students with special needs are

presented by applying some strategies. The teacher should provide written instruction, so that the deaf students can read the instruction. For students who has reading disability, oral instruction should be provided to give instruction to the students. The study focus on the teaching and vocabulary for students with special needs in SLB Negeri 4 Jakarta. This was a case study with classroom observations, interview and document as the instruments to collect the data. Another study by GaluhWulandari (2016) said that the role of the teacher's competence of mastering the various techniques is very important to make the students to be able to do or achieve the aim of the instructional program on mastering vocabulary. Thus, she investigated the kinds of techniques used by the teacher in teaching vocabulary to the seventh graders and how the students response to the techniques used by the teacher. The findings showed that there were five techniques used by the teacher, they were: eliciting, translation, etymology, using illustration and pictures and flashcards. While for the response, it was showed that 67% students were agree in the implementation of those techniques. The gap of this study with the previous studies above is the previous studies were focusing on the vocabulary teaching and learning in the level of SLB and Junior High School. This study attempts to portray the vocabulary teaching and learning focusing on the techniques used by the teacher for the primary level.

SDN Cipinang Besar Selatan was established in 1977 which means it has been operated for about 40 years. This school has English language as one of the subjects, specifically, as the additional subject (*muatanlokal*). This is the same with the most public schools which have English as one of the local subjects. However, English in this school is considered as an important subject. For that reason, English has been taught to the students since they are in the first grade. This school teaches English to their students without considering the potential, strength and the weakness, for instance, the social background of the students, and also the qualification of the teacher. There is only one teacher who teaches English start from grade 1 to grade 6. She came from non-English educational background. Since the school is not considering the qualification of the teacher to teach English, there might comes a probem deal with teaching English for young learners. It has been known that the requirements for the teacher to be able to teach English at elementary school were seldom discussed. For this reason, the teaching of English to young learners does not accompanied with special training and there is no standardization for English teacher who teach young learners in Indonesia. Moreover, there are many English teachers in elementary school are coming from various educational background. In the other hand, department of English education is created only to provide professional teachers for the secondary level. This might become a

challenge for the teachers in elementary school. The researcher conducted this study based on the information that SDN Cipinang Besar Selatan 07 Pagi students were able to get good scores in English test. They are able to get the scores in average 70-80 although they lack of exposure in English outside the classroom. The students learned English subject only at the school with the help of an English teacher. Moreover the students were taught by a teacher who came from non-English educational background. It has been known that a teacher who was not an English educational background might have challenge in teaching English to young learners. However, the teacher in this school has some techniques in teaching vocabulary to involve the students into the learning and get them understand the lesson well. By doing so, the students could get the good scores in English test. For students who lack of exposure in English with teacher of non-English educational background, this situation seems need to be studied, how the teacher teach English to the students, especially vocabulary. With this condition, the researcher wants to portray the techniques of teaching vocabulary that used by the teacher. The study is conducted by using case study.

1.2 Purpose of the Study

This study aims at portraying the teaching and learning vocabulary for young learners which focuses on the teaching techniques used by

the teacher.

1.3 Research Question

This study was conducted to answer the following research question:What techniques are used by the teacher in teaching English vocabulary to 5th graders in SDN Cipinang Besar Selatan 07 Pagi?

1.4 Scope of the Study

This study focuses on the techniques of teaching vocabulary (dealing with the techniques of presentation, techniques of practice, techniques of training) used by the teacher which are taken from the teacher's utterances and teaching activities. The data then will be analyzed through the table of vocabulary teaching techniques.

1.5 Significance fo the Study

The study is expected to provide both theoretical and practical benefits. Theoretically, this study can be used to enrich the example of techniques in teaching English vocabulary, especially for young learners. Hopefully this study will be helpful and have a contribution for further researches in the field of vocabulary teaching. Practically, this study will give general description about the condition of English vocabulary teaching at primary level. In addition, it will be useful for the teacher who interested in teaching English for young learners. The

result of this study can be used as a consideration to improve the teaching language to young learner, especially for teaching vocabulary.

CHAPTER II

LITERATURE REVIEW

This chapter reviews related theories of vocabulary teaching techniques for young learners as well as relevant researches which will then be summarized to be the framework in presenting and analyzing the data in this research.

2.1 The Role of Vocabulary for English Learning Among Young Learners

Vocabulary has received a special concern in language teaching, especially teaching English as a foreign language. It can also be regarded as the most frequently important component for language learners since the four language skills; reading, listening, speaking, and writing need a sufficient vocabulary knowledge. The term vocabulary concerns with words and words meaning (Kamil and Heibert (2005:2-3); Richards (2003:4)). Thornbury (2002:14) also defines vocabulary as a collection all of words in a particular language and has a form in an expression that is associated with meaning. Vocabulary is a total number of words of language and the words used to express an idea or a thought (Hornby, 1992:46). Further, vocabulary is the basic of language and there is no language without vocabulary. Before mastering the four language skills; listening, speaking, reading and writing, students have to learn the English components such as vocabulary, structure, and pronunciation.

There are two kinds of vocabulary according to Kamil and Hiebert (2005). First is productive vocabulary. It is said productive because it usually associated with writing and speaking. The characteristics of productive vocabulary are the words are familiar, well known and use frequently. It is

also easy to understand the meaning. The second is receptive vocabulary that associated with listening and reading. Typically, these are also words that individuals do not use spontaneously. According to Miller (2000:178) there are several different types of vocabulary. First is listening vocabulary. Listening vocabulary is all the words that can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. The second is speaking vocabulary, that is all the words which can be used in speech. The third is reading vocabulary. It is all the words that can be recognized when reading. The fourth is writing vocabulary, that is all that words that can be employed in writing.

Vocabulary knowledge is an essential factor in language learning because it links to the four language skills, which are reading, listening, speaking and writing. Students who have less vocabulary will find difficulties in learning a language and hard to develop the other languages. By having an enough vocabulary of foreign language, it will be easy for them to master the four language skills (Burton, 1982:98). In reading, mastering vocabulary helps the students to know the meaning of each words written and understand the meaning of a context. In listening, mastering vocabulary helps the students to grasp what they hear from a conversation or radio or television. In speaking, mastering vocabulary helps the students engage in communication, they understand what people say and they know what they want to say. In writing, mastering vocabulary helps the students to express their ideas in written.

As mentioned earlier that vocabulary is the basic element of language and

important to learn, it makes vocabulary need to be taught at school start from primary level (Pinter, 2006). In line with Pinter, some previous researches also said that teaching vocabulary for young learners is important in order to they success in learning the English (Widaningsih, 2008; Anita Wahyuni, 2010; AstutiPratiwi, 2015). Learning vocabulary for beginners will be useful as their foundation to learn English as a foreign language. Besides, young learners are be able to communicate both in oral and written. Young learners will face the vocabulary when they learn reading, pronunciation, structures, making dialogs and all of English books. It means that if a student does not have enough vocabulary knowledge, he will not be able to understand the English text well (Richards and Roger, 1987:7)

The explanation shows that vocabulary learning is important for young learners in order to the learners know and understand the vocabularies in foreign language. It is also expected that learners can connect the word to word into a simple sentence. Further, vocabulary learning can make the students communicate and interact each other both in spoken and written. Then, vocabulary learning will be useful for the young learners in building the four language skills, such as reading, listening, speaking and writing.

2.2 Major Techniques in Teaching Vocabulary for Young Learners

Teaching vocabulary is not an easy thing to do, furthermore teaching vocabulary for young learners is different from adults. Harmer (1991:151-161) says that teaching vocabulary is more than just presenting and describing new

words. Thus, to introduce new vocabulary, teachers need various ways or techniques to assist the students to acquire vocabulary effectively. In other word, particular techniques are needed to direct students to expand their vocabulary. Teaching techniques emphasize the ways the teacher deliver the lesson to the students. Techniques are the ways and means adopted by a teacher to direct the student activities to achieve the objective which means techniques are the tool of the teacher (Gerlach, 2006). Similar with Gerlach, Brown (2001) defines techniques as any of wide variety exercises, activities, or tasks used in the language classroom that were consistent with a method and therefore were harmony with an approach as well.

A number of authors have described vocabulary teaching techniques (Gairns and Redman, 1986; Nation, 1990; Cross, 1991; and Brewster, J., Ellis, G and Denis Girard, 2003). The techniques proposed by the authors involved a great deal of vocabulary teaching and learning. The vocabulary teaching techniques are divided into three parts, they are:

1) Techniques of presentation

   The title of this very first stage has indicated clearly its function in introducing the new words and also its meaning. The techniques of presentingvocabulary which can be applied in school class are as follows:

   a. *Visual techniques.* This technique includes the use of realia (real objects), pictures, drawings and flashcards. They can function to help learners in remembering vocabulary better, because our

memory for objects and pictures is very reliable (Gairns& Redman, 1986) and visual technique can act as cues for remembering words (Takač, 2008).

1. Using the real objects, is associated with the use of things or real objects to teach vocabulary regarding to the contexts. For example, the teacher brings some of real objects like foods when he teach the students vocabulary of foods.

2. Using pictures. Pictures can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries available at a bookstore. Teacher should make use of such dictionaries. For instance, using a picture of a "fish", words related to the fish, such as gills, eyes, backbone, cold-blooded, water, big, small etc. can be taught. Zebrowska (1975:452) rightly says, "Learners remember better the material that has been presented by means of visual aids". Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

3. Using drawings. It is an easy and quick technique of introducing vocabulary to the learners. For students, drawing can be a fun medium to explain vocabulary. It is not necessary that teacher must be an expert in drawing pictures accurately. He can draw rough sketches to make an idea clear. Basic

sketches will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary. Drawings can be used to explain the meaning of things, actions, qualities, and relations.

4. Using flashcards, this is the other way to convey the word form and its meaning through cards within pictures or words which is made by the teacher.

b. *Verbal techniques*.

1. Meaning definition, to define a word means to show or explain the meaning. Presented by meaning definition, students may be more cognitively engaged because they do mental work a little harder to understand a word meaning (Thornbury, 2002). In employing definition, Allen (1983) suggests that teachers need to show the meaning in simple English, using words that are within the students' current range (Thornbury, 2002).

2. Explaining, this technique is done by teacher explaining the words to the learners.

3. Translation, is a quick and easy way to present the meaning of words. Thus, it can save time of the teaching and learning process. The use of mother tongue is helpful for both teachers and the students in acquiring the meaning of words.

2) Techniques of practice

This techniques involve classroom review of the previously introduced vocabulary as well as homework. This kind of practice, as implied by Thornburry underlines the belief that practice makes perfect. The techniques are including:

1. Vocabulary games. This technique has shown the advantages in learning vocabulary in various ways. First, games are fun for the learners and help them in retaining the words easily. Second, games usually involve friendly competition and they keep learners interested and enjoyed.

2. Repetition Drill. Students repeat what the teacher utters as quickly as possible and the teachers are not allowed to do mistakes because the teacher is a model or example for the students..

3) Techniques of training.

The purpose of these techniques is to teach the learners for independent vocabulary learning like dictionary use and asking for others.

1. The use of dictionary. It is an important tool in the teaching and learning of vocabulary. Teacher should encourage students to search words in dictionaries. Therefore, the habit of its use should be inculcated right from the beginning.

2. Asking for others. This technique means the learner are grouped by the teacher in order to they could work on a task together.

2.3 Relevance Studies on Teaching and Learning Vocabulary

There are some relevance studies on the scope of teaching and learning vocabulary that previously analyzed by the researchers in Indonesia. Some reviews of relevance studies of teaching and learning vocabulary will be presented. A study done by AstutiPratiwiRahmadhani (2015). The study focuses on the techniques and the difficulties faced by the teachers in teaching vocabulary to young learners in LIA English course. The study reveal that teaching vocabulary is a time and energy-consuming part in the body of teaching English. That is why, techniques in teaching vocabulary is needed. The study was a descriptive qualitative with the triangulation of observation, interview, and questionnaire as the instruments. The data was analyzed through the triangulation way with data management or familiar as coding, translate the transcription, and then go to the explanatory stage. The findings shows the techniques used by the teacher in the course is divided into three stages: 1. using flashcards and pictures in presenting, 2. sorting tasks in practicing, 3. sentence completion in revising vocabulary. While the difficulties encountered by the teachers are the use of too much of L1, uncooperative students, and students' small attention.

Next, GaluhWulandari (2016) analyzing the teaching and learning vocabulary for the seventh graders of SMPN 1 Cepogo, Boyolali. In the study, the writer said that the role of the teacher's competence of mastering the various techniques is very important to make the students to be able to do or achieve the aim of the instructional program on mastering vocabulary. Thus,

she investigated the kinds of techniques used by the teacher in teaching vocabulary to the students and how the students response to the techniques used by the teacher. The study used descriptive qualitative design with the classroom observations, interview and questionnaire as the instruments. The data was analyzed through triangulation way. The findings showed that the teacher used five techniques in teaching vocabulary to the seventh graders. There were eliciting, translation, etymology, using illustration and pictures and flashcards. While for the response of the students towards the techniques were 24% students were very agree, 67% students were agree, 8% were disagree, and 1% were very disagree.

2.4 Conceptual Framework

Based on the literature review, vocabulary is the core component of language proficiency which provides much of basis for how well learners read, listen, speak and write. Vocabulary is important to be taught since primary level in order to the learners have preparation to learn English as a foreign language. (Pinter, 2006; Widaningsih, 2008; Anita Wahyuni, 2010; AstutiPratiwi, 2015).

Learning vocabulary for young learners is important for some reasons, such as learners will know and understand the vocabularies in foreign language, learners can make a simple sentence, and communicate with others both in spoken and written. At last but not least, the vocabulary learning helps the learners in building up the four language skills; reading, listening,

speaking and writing.

In order to achieve the vocabulary teaching and learning, there are some major techniques in teaching vocabulary proposed by some authors that can be used as the references. The techniques are divided into three: techniques of presentation which is consist of visual and verbal techniques, techniques of practice, and techniques of training.

This study concerns of English vocabulary teaching techniques for young learners. The problem is coming up with the teaching vocabulary which has been neglected by teachers who use inapproriate techniques and who prefer to teach English grammar than vocabulary. This practice of teaching vocabulary then makes the students lose motivation in learning English as a foreign language. The research question which appear from the problem tries to reveal the techniques of teaching vocabulary used by an English teacher in a public elementary school as the case study of this research.

The study will be done through a qualitative way embracing classroom observations as the techniques to collect the data. The data of this study are vocabulary teaching techniques which are taken from teacher's teaching activities and utterances during the teaching-learning process. Then the data will be analyzed through the table of vocabulary teaching techniques.

CHAPTER III

RESEARCH METHODOLOGY

This chapter reveals the research design,data and data source, time and place of the study, instrument of the study, data collection techniques, and data analysis procedures. The explanation is presented below.

3.1 Research Design

This research was conducted by using case study. Case study research brings us to an understanding of an issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researcher Robert K. Yin defines the case study research method is preffered when "how" and "what" are being posed; an empirical inquiry that investigates a contemporary phenomenon within its real-life context; and when the boundaries between phenomenon and context are not clearly evident. (Yin, 2009).

The researcher uses case study in this research because the research focuses on a certain phenomenon in the classroom environment of a primary school. In this study the phenomenon is the vocabulary teaching techniques used by the teacher. In this research, the researcher observes and records the teaching-learning process without giving any treatment to the object of the research. Then, the researcher describes the phenomena clearly without manipulation.

3.1.1 The Case of the Study

SDN Cipinang Besar Selatan was established in 1977 which means it has been operated for about 40 years. This school has English language as one of the subjects, specifically, as the additional subject (*muatan lokal*). This is the same with the most public schools which have English as one of the local subjects. However, English in this school is considered as an important subject. For that reason, English has been taught to the students since they are in the first grade. This school teaches English to their students without considering the potential, strength and the weakness, for instance, the social background of the students, and also the qualification of the teacher.

The researcher conducted this study based on the information that SDN Cipinang Besar Selatan 07 Pagi students were able to get good scores in English test. They are able to get the scores in average 70-80 although they lack of exposure in English outside the classroom. The students learned English subject only at the school with the help of an English teacher. Moreover the students were taught by a teacher who came from non-English educational background. It has been known that a teacher who was not an English educational background might have challenge in teaching English to young learners. However, the teacher in this school deals with the challenge by applying some teaching techniques to involve the students into the learning and get them understand the lesson well. By doing so, the students could get the good scores in English test. For students who lack of exposure in English with teacher of non-English educational background, this situation seems need to be studied, how the teacher teach English to the students,

especially vocabulary.

3.2 Data and Data Source

In order to answer the research questions, the data of this study are teacher's teaching activities and spoken utterances during the teaching and learning process. The source of the study is an English teacher of SDN Cipinang Besar Selatan 07 Pagi, Jakarta Timur.

3.3 Time and Place of the Study

This study was conducted at SDN Cipinang Besar Selatan 07 Pagi located in the region of East Jakarta. This study was conducted for about two months, started from March to May 2017 in 2nd semester academic year 2016/2017. There were four times classroom observations.

3.4 Instrument of the Study

The researcher collected the data through the classroom observation. The study employed non-participant observation which means researcher was not directly involved in the situation observed (Gay, 1987). For the observation, a camera and audio recorder were used to collect the data. The data was then analyzed into the table of vocabulary teaching techniques adopted from (Gairns and Redman, 1986; Nation, 1990; Cross, 1991; and Brewster, J., Ellis, G and Denis Girard, 2003)

3.5 Data Collection Techniques

In the process of the data collection, the researcher uses the technique of video and audio recording. The writer observed a class of 5A students taught by an English teacher. This class consists of 30 students. There are four times observations. In every observation, the researcher uses a video camera which is placed at the back of the classroom to record the teaching and learning activities visually. In addition the audio recorder is used to record the interaction between the teacher and the students. The researcher also did the field notes to note down some important activities occurred in some sessions.

3.6 Data Analysis Procedures

After the data gathered, the researcher analyzed the data by the following steps:

1. The researcher transcribes the data which are the four video recordings of classroom observation.

   Extract 1
   1A001T   : Good afternoon, students.
   1A002S   : Good afternoon, Miss.
   1A003T   : How are you?
   1A004S   : I am fine, thank you.

   Above is the part of the data transcription from the first meeting. The code of the number on the first digit shows the meeting which means theutterances is taken from the meeting one. A is from the episode A (sequences learning of opening activity). 001 is the number of the utterances on the meeting, and T stands for teacher, meanwhile S, stands for student.

2. The data reduction is applied to the data transcription in order to derive the teacher's teaching activities and utterances which shows techniques in teaching vocabulary that used by the teacher.

3. The result of data reduction is categorized into 11 kinds of vocabulary teaching techniques which have been classified by (Gairns and Redman, 1986; Nation, 1990; and Brewster *et. al,* 2003). The data categorization is done by giving tick mark ($\sqrt{}$) in the table which is next to the utterances.

Table 3.1 Table of Kinds of Vocabulary Teaching Techniques

No.	Teaching Activities	Teacher's Utterances	Vocabulary Teaching Techniques										
			Using Real Objects	Using Pictures	Using Drawings	Using Flashcards	Meaning Definition	Explaining	Translation	Using Games	Repetition Drill	Using Dictionary	Asking for Others
1.	*Teacher asked the learners to make groups.*	Oke, sekarangcobabuat kelompokdulu. Satukelompok 6 orang. Miss Meli yang aturkelompoknya. Berhitungdari 1 sampai 6. Mulai.											$\sqrt{}$

4. The result of the data categorization is classified into the three techniques of teaching vocabularywhich are techniques of presentation, techniques of practice, and techniques of training.

Table 3.2 Table Analysis of Vocabulary Teaching Techniques

N o.	Teaching Activities	Teacher's Utterances	Vocabulary Teaching Techniques		
			Techniques of Presentation	Techniques of Practice	Techniques of Training
1.	*Teacher asked the learners to make groups.*	Oke, sekarang coba buat kelompokdulu. Satu kelompok 6 orang. Miss Meli yang atur kelompoknya. Berhitung dari 1 sampai 6. Mulai.			√

5. The finding of the data analysis is described in the data finding and discussion. The detailed explanation is written in order to get the portrayal of the implementation of the vocabulary teaching techniques.

6. Then the researcher draws the conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data description, findings of this study and the interpretation based on the research question:

What techniques are used by the teacher in teaching English vocabulary to the 5th graders at SDN Cipinang Besar Selatan 07 Pagi?

4.1 Data Description

The data are teacher's teaching activities and utterances which were gathered from four classroom observations. There is one classroom which is 5A from a public elementary school that have been observed by the researcher. From the observations, the researcher transcribed the classroom interaction.

4.2 Findings

To answer the research question, the researcher transcribed the video observations and then the transcriptions were put into the table of kinds of vocabulary teaching techniques.

From the the results of data analysis, the teacher uses various techniques of teaching vocabulary to young learners. The techniques are dealing with the techniques of presentation (visually and verbally techniques), techniques of practice (using games and repetition drill) and techniques of training (asking for others and dictionary use).

Table 4.2.2 Table of Vocabulary Teaching Techniques

Vocabulary Teaching Techniques			
	Techniques of	**Techniques of**	**Techniques of**

	Presentation		Practice		Training	
	Visual	Verbal	Using Games	Repetition Drill	Asking for Others	Dictionary Use
Meeting 1	√	√	-	-	√	√
Meeting 2	√	√	-	√	-	-
Meeting 3	-	√	-	√	-	-
Meeting 4	-	√	-	-	-	-

The table presents kinds of techniques used by the teacher in teaching English vocabulary for students grade 5. On the stage of presentation, the teacher used both visual techniques and verbal techniques in teaching vocabulary to the young learners. The visual techniques consist of using pictures and using drawings. The teacher used the pictures on the students' pictured-dictionary to presents the words form along with the words meaning.

Extract 1, (Meeting 1, Episode 2,1B036T-1B038T)
1B036T   : Oke, Building and Place. Silakan dibuka kamus bergambarnya bagian Building and Place. Sekarang tulis semuanya di buku tulis. Tulis judulnya di buku tulis "Building and Place".
1B037S   : Tulis apanya Miss?
1B038T   : Ini contoh-contoh building and place yang di kamus. Iya. Tulis bahasa Inggrisnya dan artinya dalam bahasa Indonesia. Tulis bahasa Inggrisnya terus titik dua (:) baru bahasa Indonesianya apa.

From the extract 1, it can be seen that the teacher firstly asked the students to open their pictured-dictionary. She asked them to look at *"Building and Place"* topic. Then, she asked the students to write down the examples of "*Building and*

*Place"*and the meanings of each word.

> *Extract 2, (Meeting 2, Episode 2,* 2B219T-2B221T*)*
> 2B219T : *Oke, sekarang keluarkan gambarnya.*
> 2B220S : *Yah, gak bawa, Miss.*
> 2B221T : *Yang bawa. Yang gak bawa, terima resikonya, pilih satu gambar lalu digambar di bukunya. Yang bawa, tempel di bukunya. // Kasih nama di atasnya, misalnya "airport", "drugstore". // Tempelnya seperti ini kalau bisa.*
> *(Students drew something they want)*

From the extract 2, it can be seen that teacher uses pictures and drawing in presenting the words form and the words meaning. She asked the students to stick a picture on their notebooks within the word under the picture. While some students are asked the students to draw something related to the "building and place" topic on their notebooks.

The verbal techniques used by the teachers are translation and meaning definition.

> *Extract 3, (Meeting 3, Episode 2, 3B111T)*
> 3B111T : *Place for borrow book is...? Tempat untuk meminjam buku...?*
> 3B112S : *Library.*

The extract 3 revealed that the teacher asked the students a question in English which then followed by the question in the first language. This is called as translation technique. The translation used by the teacher to convey the meaning of words. It is the quickest way to do and save a lot of time.

> *Extract 4, (Meeting 2, Episode 2,* 2B136T-2B138T*)*
> 2B136T : *Next. A place for living prince or princess?*
> 2B137S : *Kastil.*
> 2B138T : *Castle.*

From the extract 4, it can be seen that the teacher asked the students a question in

the form of definition with simple English. The teacher used meaning definition techniques to present the word form of castle. By giving definition, students can answer the question easily.

For the techniques of practice, the teacher used repetition, test, and exercise.

> *Extract 5, (Meeting 2, Episode 2,* 2B059T*)*
> 2B058S   *: Factory (in wrong pronunciation)*
> 2B059T   *: Factory. Repeat after me.*
> 2B060S   *: Factory.*

The extract 5 shows that the teacher repeated the pronounce of the word "factory". The teacher used repetition techniques in order to the students practice the word they have learned. By doing so, students not only practice on the word form but also the pronunciation.

For the training stage, the teacher usually used the techniques of asking for others and dictionary use.

> *Extract 6, (Meeting 1, Episode 2,* 1B011T-1B013T*)*
> 1B011T   *: Oke, sekarang coba buat kelompok dulu. Satu kelompok 6 orang. Miss Meli yang atur kelompoknya. Berhitung dari 1 sampai 6. Mulai.*
> 1B012S   *: (Students make noises again, some of them walk around the classroom – teacher asks students to be quiet and sit down.)*
> 1B013T   *: Silent, please. Duduk semuanya. Ayo berhitung.*

The extract 6 reveals that the teacher asked the students to make group consist of 6 students for each. This is the way the teacher used to applied the technique of asking for others. In groups, the students can build the interaction among them, while the teacher is only as the facilitator.

> *Extract 7, (Meeting 1, Episode 2, 1B101T -1B103T)*
> 1B101T   *: Church. Apa artinya?*

> *1B102S   : Gak tau.*
> *1B103T   : Kok gak tau.. Lihat kamusnya.*
> *1B104S   : Gereja.*

From the extract 7, it can be seen that the teacher push the students to looking up for the meaning on the dictionary. The use of dictionary helps the students to find the meaning of a word and they also know how to pronounce it.

4.3 Discussion

The findings revealed that the techniques used by the teacher is divided into three stages: 1) techniques of presentation (visual and verbal techniques) which relates to the way of the presenting the word form and the word meaning, 2) techniques of practice (games, repetition, test/exercise) as the way to get the students practice their vocabulary knowledge, and 3) techniques of training (asking for others and dictionary use) as the way to get the students have their ownership in learning vocabulary. This tree major techniques are used by the teacher in teaching vocabulary to the students grade 5. Each technique helps the students in learning vocabulary (the words form and words meaning) and also they learn how to pronounce the words.

The use of visual techniques (pictures and drawings) and verbal techniques (meaning definition and translation) helps the students in associating the words form and the meaning easily. Regarding to the young learners' characteristics, the students grade 5 of SDN CBS 07 Pagi like to learn through visual things such as pictures and drawing since it is interesting for them. The use of this technique by the teacher also gives positive response from the students in learning vocabulary. This is in line with the previous study by AstutiPratiwiRahmadhani (2015) which the results of the study also show that visual aids like pictures and pictures on the flashcards make young learners enjoy the vocabulary learning since they can assosiate the pictures with the words meaning easily.

Meaning definition gives the students of a description of something in

simple English said by the teacher. This kind of technique helps the students in connecting the description into the word form. While for the translation, the teacher asks the students in English which then followed by the first language translation. As what has been discussed on the literature review, the use of dictionary is the quick way in convey the words meaning and may save a lot of time. This is similar with the previous study by Galuh (2016) which the result shows that the teacher use translation technique in teaching vocabulary to the seventh graders as the technique is the easiest one to do and make the time become efficient.

For the techniques of practice, the teacher never use games but more in repetition drill. The repetition techniques helps the students in practicing the vocabulary they have learned. The teacher often asks the students to repeat after her when the teacher heard that the students pronounce the word improperly. This technique get the students learn not only the vocabulary but also the pronunication of the word.

At last but not least, the training techniques used by the teacher are asking for others and the use of dictionary. The teacher use work in groups to trains the students in vocabulary learning independently while the teacher as the facilitator. As similar with the previous study by (Galuh, 2016) which mentioned that through the groups, the students share and interact with others to finish a task given from the teacher. Another technique used by the teacher is dictionary use. The teacher asked the students to look up for dictionary when they do not know the meaning of particular words. From the

observation, the dictionary use helps the students to create their own learning

and to find the meaning of words and how to pronounce them.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter contains of the conclusion and recommendation. The conclusion derived from the findings and discussions. Meanwhile the recommendation is expected to give suggestion for the practical teaching and learning and further study.

5.1 Conclusion

As the aim of the study suggests, this study has its point in investigating the techniques used by the teacher in teaching English vocabulary for young learners. Thefindings show that the major techniques used by the teacher in teaching vocabulary to young learners can be divided into three: techniques of presentation which consists of the use of pictures and drawings, meaning definition, translation; techniques of practicing which consists of repetition and test/exercise; and techniques of training which consists of asking for others and the use of dictionary. Those techniques were used by the teacher in order to the students involve into the learning and finally understand the lesson well. At last, the result of the use of vocabulary teaching techniques can be seen from the students involvement during the teaching-learning and the students' good retention of words.

5.2 Recommendation

Based on the result of the research stated above, the researcher draws some

suggestions. The researcher hopes that these suggestions will be useful, especially for English teacher and for further studies. They are as follows:

For the English Teacher. Teaching English is not easy, especially in English Vocabulary. Teachers need to find appropriate technique to teach students based on the characteristic of the young learners. The teacher should use some techniques such us using real objects and using flashcards in presenting the words. It makes student interesting and enjoy in learning vocabulary. Teacher can play some games to make the students' enthusiasm in learning vocabulary. She also should implement the other techniques that are interesting and also use the other media.

For further studies, the researcher suggests that next studies can be conducted on the same issue, yet more on the exploration of vocabulary teaching techniques at different levels in EFL context. The further studies are also suggested to focus on the students' side rather than the teacher.

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APPENDICES

The Table of Kinds of Vocabulary Teaching Techniques

Name of Teacher : Ms.
Meliana Class : 5 A
Date : **Wednesday, March 29, 2017**
Time : **12.00-13.10 WIB**

No.	Teaching Activities	Teacher's Utterances	Using Real Objects	Using Pictures	Using Drawings	Using Flashcards	Meaning Definition	Explaining	Translation	Using Games	Repetition Drill	Using Dictionary	Asking for Othe
1.	*Teacher asked the learners to make groups.*	Oke, sekarang coba buat kelompokdulu. Satu kelompok 6 orang. Miss Meli yang atur kelompoknya. Berhitung dari 1 sampai 6. Mulai.											√
2.	*Teacher asked the learners to keep silent.*	Silent, please. Duduk semuanya. Ayo berhitung.											
3.	*Teacher asked the learners to join the groups.*	Sudah. Silakan yang one gabung dengan kelompoknya. Yang two gabung sama kelompoknya. Yang lain juga begitu.											√
4.	*Teacher asked the students.*	Semua ada kamusnya ya?											
5.	*Teacher asked the learners to look at the dictionary.*	Sekarang lihat kamus bergambarnya. Lihat bagian depannya, bagian daftar isi.										√	
6.	*Teacher asked the learners to*	Cari "Public Place" ada gak?											

No.															
	look at the topic of "Public Place" in the dictionary.														
7.	*Teacher presented the vocabulary of Building and Place by asking the learners to open the pictured-dictionary.*	Oke, Building and Place. Silakan dibuka kamus bergambarnya bagian Building and Place.Sekarang tulis semuanya di buku tulis. Tulis judulnya di buku tulis "Building and Place".	√												
8.	*Teacher presented the vcoabulary by asking the learners to write down the vocabulary on their notebooks.*	Ini contoh-contoh building and place yang di kamus.Iya. Tulis bahasa Inggrisnya dan artinya dalam bahasa Indonesia. Tulis bahasa Inggrisnya terus titik dua (:) baru bahasa Indonesianya apa.	√												
9.	*Teacher asked the learners to write down the vocabularies on the whiteboard.*	Maju, nulis ke depan kata-katanya satu per satu menurut absen. Ayo absent number 1.													
10.	*Teacher asked the learners to read the vocabularies.*	Kelompok 1 baca tulisannya bareng-bareng.													
11.	*Teacher asked the meaning of the word.*	Godown. Apa artinya godown?													
12.	*(Teacher points to the second word.)*														
13.	*Teacher asked the meaning of the word.*	Apa artinya castle?													
14.	*Teacher presented the*	Istana.									√				

	meaning of the word by translating it into L1.													
15.	*(Teacher points to the third word.)*													
16.	*Teacher asked the meaning of the word.*	Sport hall. Artinya apa?												
17.	*(Teacher points to the fourth word.)*	Yang ini, benar gak tulisannya?												
18.	*Teacher asked the meaning of the word.*	Apa artinya ini?												
19.	*Teacher asked the learners to read the word.*	Next, kelompok 2 baca.												
20.	*Teacher asked the meaning of the word.*	Apa artinya?												
21.	*(Teacher points to the second word.)*													
22.	*Teacher asked the meaning of the word.*	Artinya?												
23.	*(Teacher points to the third word.)*													
24.	*(Teacher points to the fourth word.)*													
25.	*(Teacher points to the fifth word.)*													
26.	*Teacher asked the meaning of*	Airport artinya?												

No.	Teacher's Activity	Teacher's Utterance												
	the word.													
27.	*Teacher asked the learners to read the word.*	Kelompok 3. Baca.												
28.	*Teacher asked the meaning of the word.*	Church. Apa artinya?												
29.	*Teacher trained the learners to find the meaning of the word in the dictionary.*	Kok gak tau..Lihat kamusnya.											√	
30.	*Teacher confirmed the learners' answer.*	Ya, gereja. Next.												
31.	*(Teacher points to the third word.)*													
32.	*(Teacher points to the fourth word.)*													
33.	*(Teacher points to the fifth word.)*													
34.	*Teacher asked the learners to read the word.*	Kelompok 4.												
35.	*Teacher asked the meaning of the word.*	Bungalouw. Artinya apa?												
36.	*Teacher asked the meaning of the word.*	Lanjut. Drug store apa drug store?												
37.	*Teacher presented the meaning of the word by translating it into L1.*	Toko obat.									√				

38.	*Teacher asked the meaning of the word.*	Lanjut, house. Apa artinya?												
39.	*Teacher asked the meaning of the word.*	Yang ini?												
40.	*Teacher asked the meaning of the word.*	Ya, factory. Artinya apa?												
41.	*(Teacher points to the fifth word.)*													
42.	*Teacher asked the learners to read the word.*	Kelompok 5 sekarang. Ayo, baca.												
43.	*Teacher asked the meaning of the word.*	Cottage. Artinya?												
44.	*(Teacher points to the next word.)*													
45.	*Teacher asked the meaning of the word.*	Justice?												
46.	*(Teacher points to the next word.)*													
47.	*(Teacher points to the next word.)*													
48.	*Teacher asked the learners to read the word.*	Kelompok 6 nyerah gak diisi. Kelompok 7 baca.												
49.	*Teacher asked the meaning of the word.*	Ya, mosque. Artinya?												
50.	*(Teacher points to the next*													

No.												
	word.)											
51.	*(Teacher points to the next word.)*											
52.	*(Teacher points to the next word.)*											
53.	*(Teacher points to the last word.)*											
54.	*Teacher gave the learners exercise.*	Oke sudah ya. Sekarang kerjakan soal latihan.										
55.	*Teacher translating the question into L1.*	Perhatikan. Number 1. A place for watching film is… tempat untuk menonton film adalah…						√				
56.	*Teacher asked the learners to work on the exercise.*	Cinema. Nah, kalau gitu lanjutkan isinya. Kerjakan dari nomor 2 sampai nomor 6.										
57.	*Teacher translating the question into L1.*	Nomor 2, tempat untuk mengirim surat adalah… Nomor 3, pray? Berdoa. Nomor 4, dokter dan suster kerjanya di mana? Nomor 5, pilot kerjanya di mana? Nomor 6, kalau mau melihat old things, benda-benda bersejarah di mana? Udah, sekarang kerjakan.						√				

The Table of Kinds of Vocabulary Teaching Techniques

Meeting 2

Name of Teacher : Ms.
Meliana Class   : 5 A
Date   : Wednesday, April 5, 2017
Time   : 10.00-11.10 WIB

No.	Teaching Activities	Teacher's Utterances	Using Real Objects	Using Pictures	Using Drawings	Using Flashcards	Meaning Definition	Explaining	Translation	Using Games	Repetition Drill	Using Dictionary	Asking for Others
1.	Teacher reviewed the lesson of the last meeting.	Apa yang kita pelajari minggu lalu?											
2.	Teacher asked the students about public place.	Public places. Apa itu public place? What is public place? What is the meaning of public place? Apa sih bahasa Indonesianya public place?							√				
3.	Teacher asked the students to mention the word.	Ada bank, apa lagi?											
4.		Ada apartemen.											
5.	Teacher asked the students to mention the word.	Rumah sakit, terus?											

6.	Teacher asked the students to mention the word.	Apotek, museum. Tempat apa disebutnya?											

7.	Teacher asked the students to mention the word.	Ada temple. Tempat apa itu?											
8.	Teacher asked the students to mention the word.	Tempat umum. Apasih tempat umum itu? Kenapa disebut tempat umum?											
9.	Teacher explained the public place to the students through translation.	Tempat yang digunakan untuk orang banyak, masyarakat umum. So, public place is place for public. Suatu tempat untuk orang banyak. For example, contohnya public place. Coba, yang lainnya Miss Meli tunjuk. Jaya, contohnya public place.							√				
10.	Teacher asked the students to mention the word.	Kan gak bisa, gak memperhatikan. Yang lain ada yang tau?											
11.	Teacher translated the word place into L1.	Place. Tempat.							√				
12.	Teacher asked the students to mention the word.	Aldo. Aldo, contohnya.											
13.	Teacher asked the students to mention the word.	In English. Bahasa Inggris. Contoh satu public place.											
14.	Teacher asked the students to mention the word.	What else?											
15.	Teacher asked the students to mention the word.	Fahira.											
16.	Teacher asked the students to mention the word.	Rigan.											
17.	Teacher asked the students to	Nabila.											

No.	Teacher	Utterance												√		
		mention the word.														
18.	Teacher asked the students to mention the word.	Anto. Contohnya lagi sebutkan, Anto.														
19.	Teacher asked the students to mention the word.	Faldi.														
20.	Teacher asked the students to mention the word.	Ha? Temple? Tempat umum itu temple? Yang benar itu, temple.												√		
21.	Teacher asked the students to mention the word.	Next. Ela.														
22.	Teacher asked the students to mention the word.	Fandi.														
23.	Teacher asked the students to mention the word.	Gatan.														
24.	Teacher asked the students to mention the word.	Deliana.														
25.	Teacher asked the students to mention the word.	Selvi.														
26.	Teacher asked the students to mention the word.	Apa?														
27.	Teacher asked the students to mention the word.	Andika.														
28.		Sudah.														
29.	Teacher asked the students to mention the word.	Ya, Farhat. Apa?														

30.	Teacher asked the students to mention the word.	Febri.											
31.	Teacher asked the students to mention the word.	Fitri.											
32.	Teacher asked the students to mention the word.	Novel.											
33.	Teacher asked the students to mention the word.	Aziz.											
34.	Teacher asked the students to mention the word.	Bassura itu apa Azis? Bassura itu namanya. Tempatnya disebut apa, Azis?											
35.	Teacher asked the students to mention the word.	Fandi.											
36.		Temple udah.											
37.	Teacher asked the students to mention the word.	Kalau Islam ada mosque, kalau Kristen ada apa?											
38.	Teacher asked the students to mention the word.	Bukan.											
39.	Teacher asked the students to mention the word.	In English.											
40.	Teacher asked the students by giving definition.	Next. A place for living prince or princess?					√							
41.	Teacher asked the students to repeat the word.	Castle.										√		

42.	Teacher asked the students to mention the word by translating the words into L1.	A place for buy medicine. Buat beli obat, apa?							√					
43.	Teacher asked the students to mention the word.	Apotek or… atau? drug store.												
44.	Teacher asked the students to mention the word.	What else? Apa lagi?												
45.	Teacher asked the students to mention the word.	Apa itu?												
46.		Shop udah.												
47.	Teacher asked the students to mention the word.	Apa? In English.												
48.	Teacher asked the students to repeat the word after her.	Sky..scrap..per.										√		
49.		Sudah.												
50.		Bungalouw sudah.												
51.		Cottage sudah.												
52.	Teacher asked the students to mention the word.	Monastery belum. Monastery.												
53.		Sudah.												
54.	Teacher asked the students to mention the word.	Bahasa Inggrisnya?												
55.		Ya harbour, sudah.												
56.		House sudah.												

No.	Teacher activity	Utterance													
57.	Teacher asked the students to mention the word.	Ragunan, Taman Safari….?													
58.		Justice, sudah.													
59.	Teacher asked the students to mention the meaning of the word.	Oke, perhatikan. Sebutkan artinya apa!													
60.	Teacher asked the students to mention the meaning of the word.	Justice?													
61.	Teacher translated the word into L1.	Temple: Candi.								√					
62.	Teacher presenting the word by using pictures.	Oke, sekarang keluarkan gambarnya.													
63.	Teacher presenting the word by using pictures and using drawings.	Yang bawa. Yang gak bawa, terima resikonya, pilih satu gambar lalu digambar di bukunya. Yang bawa, tempel di bukunya. // Kasih nama di atasnya, misalnya "airport", "drugstore". // Tempelnya seperti ini kalau bisa.		√											
64.		Gambarnya yang sudah selesai, tulis yang di papan ke buku tulis.													
65.	Teacher gave exercise to the students.	Nomor satu artinya apa?													

66.	Teacher translated the words.	Ayah saya…?							√				
67.	Teacher translated the words.	Seorang dokter.							√				
68.		He works at the…?											
69.		Berarti nomor 2 sampai nomor 8 diisi dengan nama-nama tempat, public place. Yang kedua, Muslims pray at the…?											
70.		OK, diisi sekarang.											

**The Table Analysis of Vocabulary
Teaching Techniques**

Name of Teacher : Ms. Meliana
 Class   : 5 A
Date   : Wednesday, March 29, 2017
Time   : 12.00-13.10 WIB

No.	Teaching Activities	Teacher's Utterances	Vocabulary Teaching Techniques		
			Techniques of Presentation	Techniques of Practice	Techniques of Training
1.	*Teacher asked the learners to make groups.*	Oke, sekarang coba buat kelompokdulu. Satu kelompok 6 orang. Miss Meli yang atur kelompoknya. Berhitung dari 1 sampai 6. Mulai.			√
2.	*Teacher asked the learners to join the groups.*	Sudah. Silakan yang one gabung dengan kelompoknya. Yang two gabung sama kelompoknya. Yang lain juga begitu.			√
3.	*Teacher asked the learners to look at the dictionary.*	Sekarang lihat kamus bergambarnya. Lihat bagian depannya, bagian daftar isi.			√
4.	*Teacher presented the vocabulary of Building and Place by asking the*	Oke, Building and Place. Silakan dibuka kamus bergambarnya bagian Building	√		

	learners to open the pictured-dictionary.	and Place.Sekarang tulis semuanya di buku tulis. Tulis judulnya di buku tulis "Building and Place".			
5.	*Teacher presented the vcoabulary by asking the learners to write down the vocabulary on their notebooks.*	Ini contoh-contoh building and place yang di kamus.Iya. Tulis bahasa Inggrisnya dan artinya dalam bahasa Indonesia. Tulis bahasa Inggrisnya terus titik dua (:) baru bahasa Indonesianya apa.	√		
6.	*Teacher presented the meaning of the word by translating it into L1.*	Istana.	√		
7.	*Teacher trained the learners to find the meaning of the word in the dictionary.*	Kok gak tau..Lihat kamusnya.			√
8.	*Teacher presented the meaning of the word by translating it into L1.*	Toko obat.			√
9.	*Teacher translating the question into L1.*	Perhatikan. Number 1. A place for watching film is… tempat untuk menonton film adalah…	√		

10.	*Teacher translating the question into L1.*	Nomor 2, tempat untuk mengirim surat adalah… Nomor 3, pray? Berdoa. Nomor 4, dokter dan suster kerjanya di mana? Nomor 5, pilot kerjanya di mana? Nomor 6, kalau mau melihat old things, benda-benda bersejarah di mana? Udah, sekarang kerjakan.	√		

The Table Analysis of Vocabulary Teaching Techniques

Name of Teacher : Ms. Meliana Class : 5 A
Date : Wednesday, April 5, 2017
Time : 10.00-11.10 WIB

No.	Teaching Activities	Teacher's Utterances	Vocabulary Teaching Techniques		
			Techniques of Presentation	Techniques of Practice	Techniques of Training
1.	Teacher asked the students about public place.	Public places. Apa itu public place? What is public place? What is the meaning of public place? Apa sih bahasa Indonesianya public place?	√		
2.	Teacher explained the public place to the students through translation.	Tempat yang digunakan untuk orang banyak, masyarakat umum. So, public place is place for public. Suatu tempat untuk orang banyak. For example, contohnya public place. Coba, yang lainnya Miss Meli tunjuk. Jaya, contohnya	√		

		public place.			
3.	Teacher translated the word place into L1.	Place. Tempat.	√		
4.	Teacher asked the students to mention the word.	Ha? Temple? Tempat umum itu temple? Yang benar itu, temple.		√	
5.	Teacher asked the students by giving definition.	Next. A place for living prince or princess?	√		
6.	Teacher asked the students to repeat the word.	Castle.		√	
7.	Teacher asked the students to mention the word by translating the words into L1.	A place for buy medicine. Buat beli obat, apa?	√		
8.	Teacher asked the students to repeat the word after her.	Sky..scrap..per.		√	
9.	Teacher translated the word into L1.	Temple: Candi.	√		
10.	Teacher presenting the word by using pictures and using drawings.	Yang bawa. Yang gak bawa, terima resikonya, pilih satu gambar lalu digambar di bukunya. Yang bawa, tempel di bukunya. // Kasih nama di	√		

		atasnya, misalnya "airport", "drugstore". // Tempelnya seperti ini kalau bisa.			
11.	Teacher translated the words.	Ayah saya…?	√		
12.	Teacher translated the words.	Seorang dokter.	√		

DAFTAR RIWAYAT HIDUP

MERY SORTA, dilahirkan di Serang, 23 Januari 1995. Anak ke-empat dari pasangan Sahat Kristof Situmeang dan Siti Raya Siregar ini menempuh pendidikan Strata Satu (S1) di Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, pada tahun 2013-2018.

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