CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

In this chapter, the researcher will present the findings and discussion of research which the data collected from the interview and documentation. This chapter is presented based on the research focuses that are stated in the first chapter. It covers the problem teacher face teaching vocabulary during pandemic. The findings and the discussions are:

A. Result of Research

In this case, the researcher is going to present the finding of this research based on research focuses; teacher method used to teach English vocabulary during covid-19 pandemic using online class room, the problem that teacher face when teaching during covid-19 and how the teacher solves the problem.

The researcher did interview to English teacher, her college and student. The researcher focuses on the problem teacher face during pandemic.

1. Teacher teach English vocabulary during covid-19 pandemic using online class room

    a. The observation

    The researcher did the first observation on April 01, 2021

      1) Student phone history   : Abqori Saidan

         Place   : Abqori Saidan house
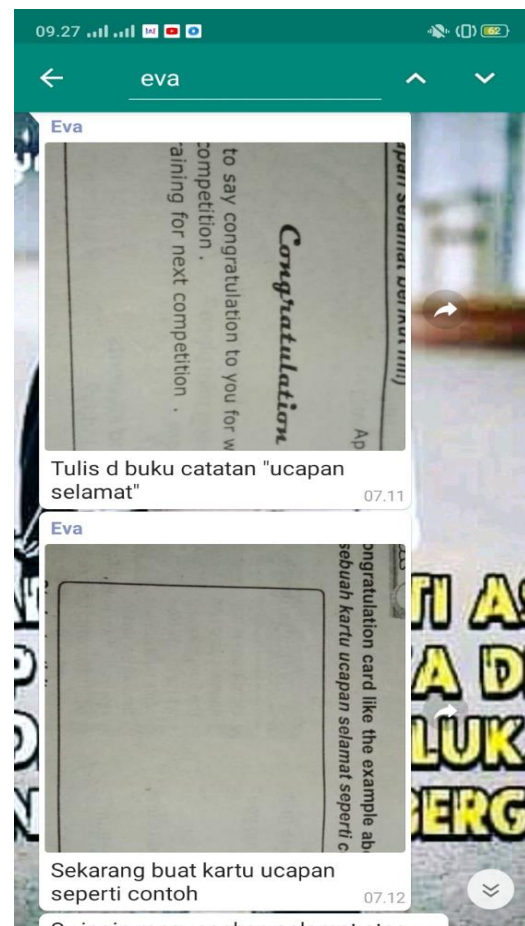
Date observation   : April 01, 2021

Time observation   : 11:00 WIB

Data obtain from the phone history is regarding the student assignment during online class. The assignment given by the teacher is to write a note of English expression of greeting, constructing a proper sentence, how to telling a time, and shape of thing, such as block and triangle.

Another assignment given to him is to translate a word from English to Indonesian regarding a hobby. There is a, b, c, d

exercise to answer for a monthly test. All of the given assignment explains using Indonesian language.

Based on those discovery researchers found that, teacher use Grammar-Translation Method or GTM to teach student. using, online assignment and explanation.

b. The interview

The researcher did interview on April 06, 2021

1) English teacher   : Madam Eva

2) Homeroom Teacher   : Madam Maftuhah

3) Student   : Reno

4) Student   : Abqori Saidan

5) Place   : SDN Buddagan 2

6) Time   : 08:00 WIB

The researcher asking teacher and student regarding their time when social distance teaching still active.

The first interview with Madam Eva:

" Semasa pandemi sekolah mengadakan pembelajaran luring atau daring untuk menghindari penyebaran virus covid-19. Cara saya mengajar selama masa pandemi dengan mengirim soal ke group kelas di WA berupa hafalan untuk murid-murid mengahafal dan mengirim rekaman dalam bentuk video kalau mereka sudah menghafal hafalan mereka. Selain itu saya juga

menugaskan mereka untuk menerjemahkan kosa kata dari Bahasa ingris ke Bahasa Indonesia. Selain itu juga saya menberi mereka tugas tugas untuk dikerjakan."[1]

(during pandemic school run a social distance learning program known as *luring* and *daring to reduce the spread of Covid-19 virus.* The method I used to teach my student is using memorizing method by given them assignment to memorize the vocabulary and sent a video recording them memorize it. Other than that, I give them assignment to translate word from English to Indonesian. Also, I give them homework to be done)

The second interview with Madam Maftuhah:

"waktu pandemi sekolah mengajar menggunakan daring dan luring, dimana daring itu mruid-murid akan di berikan tugas melalui WA untuk mereka kerjakan. Sedakan luring saya berkunjung ke rumah murid dan mengecek kondisi belajar mereka. Tapi setelah beberapa kali saya menyuruh murid-murid untuk berkumpul kerumah saya untuk pembelajaran luring. Hal ini mempermudah saya dan murid saya. Karena rumah saya dekat dengan sekolah dan mereka setuju. Untuk guru Bahasa inggris ibu Eva mengajar dengan baik tapi dia masih kurang kereatif di kelasnya. Ibu Eve sepengetahuan saya belum

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[1] Eva, Teacher at SDN Buddagan 2 pamekasan (April 06 2021)

melakukan luring semasa pandemi berlangsung selain luring di kelas sekolah setelah mendapat izin dari pemerintah untuk membuka sekolah lagi."[2]

(During pandemic school teach the student using daring and luring, daring is giving the student assignment through WA to be done. While luring I visit student house to check their studying condition, but after sometime I told my student to visit my house to luring study. This make study easier for I and my student. because my house closed to the school and they agree with my suggestion. For English teacher, she teaches well but lack creativity in her class. Madam Eva according to my knowledge didn't luring during pandemic, except luring in classroom after the school get permission from government to open again)

The third interview with Student Reno:

"selama masa liburan pandemi ibu eva memberi tugas melalui WA utuk dikerjakan. Biasanya saya mencontoh tugas hasil dari teman saya dan mengumpulkanya. Kadang saya tidak mengerjakan tugas sama sekali dan tidak menyetornya. Tidak

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[2] Maftuhah, Teacher at SDN Buddagan 2 pamekasan (April 06 2021)

saya tidak dihukum karena tidak mengerjakan tugas atau di tanya kenapa."[3]

(during pandemic holiday Madam Eva give me homework from WA to be done. Usually I copy my classmate text book and present it. Sometime I don't do it. No, I don't get punishment for it or being ask why.)

The fourth interview with student Abqori Saidan:

"Saya mendapat tugas melalui WA di group kelas 5 selama masa pandemi. Biasanya saya mengerjakannya dengan teman, saya berkumpul dirumah teman saya atau dimurah saya, setalah itu kami bermain. Seingat saya tidak ada tugas menghafal."[4]

(I was given homework from WA in class fifth group during pandemic. usually I finish it with my friend, I grouped in his house or my house. After that we play. According to my memory there are no memorizing assignment.)

Based on those finding it can be concluded that the teaching method to teach vocabulary during covid-19 outbreak are GTM, memorizing and independent method.

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[3] Reno, student at SDN Buddagan 2 (April 06 2021)
[4] Saidan, student at SDN Buddagan 2 (April 06 2021)

2. **The problem teacher that teacher face when teaching during covid-19 outbreak**

The researcher interview teachers and student to obtain data regarding this:

The researcher did interview on April 06, 2021

1) English teacher   : Madam Eva

2) Homeroom Teacher   : Madam Maftuhah

3) Student   : Reno

4) Student   : Abqori Saidan

5) Place   : SDN Buddagan 2

6) Time   : 08:00 WIB

The first interview with Madam Eva:

"masalah ketika saya mengajar menggunakan online applikasi adalah saya tidak bisa mengecek mana siswa yang mengerti dan tidak pada materi pembelajaran yang diberikan. Begitu juga dengan tugas-tugas yang diberikan kepada mereka. Cara mengatasi masalah ini yaitu dengan luring. Dan juga ketika saya memberi tugas dan ulangan untuk mengecek progres pembelajaran mereka."[5]

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[5] Eva, Teacher at SDN Buddagan 2 pamekasan (April 06 2021)

(the problem during teaching using online class is my incapability to check whether they understand or not regarding the topic of study or homework that was given. To solve this problem is using luring or when I give them homework and test to check their progress)

The second interview with Madam Maftuhah:

"saya tidak melihat pembelajaran luring dari bu Eva selama pandemi, tapi dia rutin memberi tugas dan materi pembelajaran setiap minggunya."[6]

(I don't see Madam Eva teach luring, but she gives homework and study material according to the schedule each week.)

The third interview with Student Reno:

"bu Eva tidak pernah mengajar luring. Dia rutin ngasih tugas tiap minggunya. Rasanya ada yang kurang saat belajar dengan cara daring."[7]

(Madam Eva never teach luring. She on time for homework each week. It feels like something missing with learning using daring)

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[6] Maftuhah, Teacher at SDN Buddagan 2 pamekasan (April 06 2021)
[7] Reno, student at SDN Buddagan 2 (April 06 2021)

The fourth interview with student Abqori Saidan:

"bu Eva tidak pernah mengajar luring. Ya bu Eva rutin ngasih materi tiap minggunya. Enakkan belajar lewat daring."[8]

(Madam Eva never teach luring. She on time for her class material each week. It better to learn using daring)

Based on those finding it can be concluded that the problem to teach student during pandemic is lack of actual supervisor to supervise the student learning activity.

B. Discussion of Research

In this case, researcher presents the discussion of the finding dealing with the study that had written above which the data was found when conducted research before.

1. How teacher teach English vocabulary during covid-19 pandemic using online class room at fifth class in SDN Buddagan 2?

Vocabulary learning strategies are actually a component of language learning strategies which are also considered a part of general learning strategies that used by learners.[9]

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[8] Saidan, student at SDN Buddagan 2 (April 06 2021)
[9] Abdul Rashid Mohamed, "Vocabulary Learning Strategies of Adult Esl Learners" The English Teacher, Vol. XXXVIII, p. 133.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.[10]

vocabulary learning strategies is important to increase students" vocabulary; hence vocabulary learning strategies need to be investigated. As in his article, he defined vocabulary learning strategies as a technique or method used by the students to succeed in their process of learning vocabulary.[11] Without grammar, very little can be conveyed, while without vocabulary nothing can be conveyed.[12]

From those divination above researcher conclude that learner vocabulary as early as elementary school is beneficial to English learner, for further study English in junior and senior high school.

During covid-19 outbreak pamekasan government state that school should start teaching student using online class. To teach student through online, a proper teaching method used at that time.

The researcher conducted interview with teacher, homeroom teacher, and the fifth-grade student at SDN Buddagan 2. This are the teaching method used by English teacher at SDN Buddagan 2 at Fifth-grade student.

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[10] Alqahtani M., *The importance of vocabulary in language learning and how to be taught*. International Journal of Teaching and Education, Vol. III (3), pp. 21-34
[11] Michele Hitijahubessy, "Vocabulary Learning Strategies Used by Male and Female Freshmen of Linguistics Postgraduate Program in Brawijaya University" Suar Bétang, Vol.13, No.1(Juni 2018), p. 58-59.
[12] Yagoub Zahedi and Mortaza Abdi, "The impact of imagery strategy on EFL learners" vocabulary learning", Procedia - Social and Behavioral Sciences, 69 (2012), p. 2266.

a. **Independent Method**

the philosophy of independent learning has emerged as one of the major features in higher education teaching and learning since the late 20th century as a powerful discourse in higher education. They also claimed that all higher education students are expected to function with a considerable level of independence, self-reliance and autonomy.[13]

A number of different terms are used to describe independent learning, the most common being 'self-regulated learning'. All these different terms describe very similar themes and processes, including pupils having an understanding of their learning; being motivated to take responsibility for their learning; and working with teachers to structure their learning environment. There is a consensus in the literature that independent learning does not involve pupils merely working alone. Instead, the important role teachers can play in enabling and supporting independent learning is stressed.[14]

According to definition above the characteristics of independent learner is self-reliant. Teacher role is to give the

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[13] Sam el, *Factors Promoting Independent Learning among Foundation Year Students* 2012. https://www.researchgate.net/

[14] W R Meyer, Independent learning: a literature review and a new project Paper presented at the British Educational Research Association Annual Conference, University of Warwick, 2010

student direction to learn and supervising them. Independent method reliant more to student itself rather than teacher.

The independent study method gives the student the opportunity to adapt goals, resources, and activities to their own needs. The student actively participates in what is to be learned as well as how it is to be learned. The teacher gives the student a simple direction to follow, then the student tries to discover the answer by themselves. This method can be seen through the task given to the student in WhatsApp's application.

Based on the interview with the student in classroom, all of the student state that the teacher gives them task and they search the answer through google. Most of the task given by the teacher is using this method.

b. **GTM (grammatical method)**

Other than teaching the student using independent method. The rest of the task is answering questing, focuses on developing students' appreciation of the target language's literature and teaching the language. Students are presented with target-language reading passages and answer questions that follow.

The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical languages, Latin

and Greek. Earlier in the 20th century, this method was used for the purpose of helping students to read and appreciate foreign language literature.[15]

The principal aim of the grammar translation method was to make language learning easier and the central feature was the replacement of traditional texts by exemplary sentences.[16]

According to those explanation grammatical method is focusing on reading and writing skill the second language. Rather than usability to use it as speaking skill.

c. **Memorizing Method**

We never forget anything. With the exception of injury and disease, the brain never loses anything.[17]

where, how, and how far to use the memorization strategy should be determined according to the individual learning need of student. In the same way, this strategy should be used according to the nature of the given knowledge and learning domains. Hence it is necessary to identify in which learning processes this strategy is not suitable and in which learning processes this strategy is suitable for more effective learning.[18]

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[15] Larsen Diane, Anderson. Techniques & Principles in Language Teaching Oxford New York 2011 P.32

[16] Nitish Kumar Mondal. *English Teachers' Attitude Towards Grammar-Translation Method at Secondary Education*: *Bangladeshi* Context. Researcher. 2012;4(2):64-68]. (ISSN: 1553-9865)

[17] Hoque Enamul, Memorization: A Proven Method of Learning Feb 2018 The Journal of Applied Research 22(III):142-150

[18] Sonmez H., A Review about the Use of the Memorization Strategy during the Learning Process by Students, Jan 2018 International Journal of Languages Education 1(Volume 6 Issue 1):212-230 DOI:10.18298/ijlet.2123

Memorizing method is usually use in Islamic boarding school Salafi or traditional Islamic boarding school to teach Arabic language. This method still uses by Pondok Sidogiri, Bata-Bata, and another Pondok that still used such method to learn second language. According to the late KH. Maktum Djauhari, in his speech at morning speech, there are two kind of people in learning, one is to understand first than memorize it, while the other one is memorizing it than understand the meaning.[19]

According to definition above memorizing is good to some student but, not every student good with memorizing strategies.

Memorizing method is method propose by English teacher, but it is not practically used during teaching learning proses during covid-19 pandemic study. According to data obtain from observation and interview with the student. there is no actual implementation of this method.

2. **What are the problem teacher face when teaching during Covid-19 Pandemic at fifth class in SDN Buddagan 2?**

Based on result of interview and the answer of the first objective. The problem teacher face when teaching during covid-19 pandemic is:

a. Incapability of Supervising

Teacher incapable to fully supervise the student during pandemic, that directly affect the teaching because the method

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[19] Maktum D, At morning speech after solat shubuh, before *Maulid Nabi* holiday 2011

used to teach is GTM. GTM is a method that need full supervised by teacher. Because one of the characteristics of this method as such. It also includes memorizing method, is has similar criteria such us direct supervising from teacher event if is not as intense as GTM.

b. Lack of suitable method

Teaching at distance is never been done in formal school, it can be seen with teacher lack of creativity is also because there a no predecessor in Indonesia for such situation to occur. During interview teacher has no proper method for online teaching, they used the method that usually used when they teach the student on normal times.