

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

In this chapter, the researcher presents the finding and discussion of study. The data obtained from observation, interview and documentation which are discussed on the theory and concept from the preceding chapter. This chapter covers the method use by teacher in 3 languages vocabulary activity in TKS Q AL-IHSAN Talang Pamekasan.

#### **A. Research Finding**

In this research, the researcher would like explain the finding of the study based on the research focus, what does the method use by teacher and how does the method use by teacher in 3 languages vocabulary activity at TKS Q AL-IHSAN Talang Pamekasan.

This part explain the finding of method use by teacher in teaching learning process specially in 3 languages vocabulary activity. The researcher use some steps to explain this finding. The first one, the researcher present the method use by teacher in 3 languages vocabulary activity. The second one, the researcher present how the method use by teacher in 3 languages activity. The researcher want to know method used by teacher can help young learners vocabulary mastery.

In analyzed this reasearch, the researcher not only did observation but also the researcher conduct a interview to get the data that the researcher need. All the teachers that teach in B class and the headmaster as respondents.

**1. The method used by Teacher in 3 Languages Activity for young learner vocabulary mastery at TKS Q AL-IHSAN Talang Pamekasan.**

In this part the researcher did the observation and interview to collect the data. The researcher did observation at October, 14th 2023 until 17th 2023. From the result of observation the researcher will know the method used by teacher in 3 languages vocabulary activity.

Teaching methods were needed in the learning process, the observation was conduct on Saturday, October, 14th 2023. In this meeting the researcher was a non participant and the teacher was Mrs. Irma Helliniyatur Rahmaniyah and Mrs. Hafidatur Rahmaniyah. The method that use by teacher in 3 Languages activity iss Drilling Method with demonstrating technique.

3 language vocabulary activity is a routine activity carried out everyday in this class. There is 50 vocabularies in this activity, those are indonesia, english, and arabic. Type of the vocabularies are family, fruits, and animals. In the first observation, the students have learned 2 types of vocabulary, namely family and animals because this activity Because this activity is carried out at the beginning of every lesson using the drilling method.

Drilling method is a teaching method that is carried out repeatedly. This activity is carried out at every meeting or every day. In this research, the teacher pays attention and adjusts the child's ability to add new vocabulary. If the child is still unable to master the vocabulary, then the 3 language vocabulary are read repeatedly at the next meeting, when the child has mastered the vocabulary, then the addition of vocabulary will be carried out again by the teacher.

During the observation, Demonstration technique was only used by the teacher when the teacher said the new vocabulary. For example, the teacher gave example how to pronounce the word "grape". The teacher's voice was clear and the students could hear her voice clearly. But some pronunciation problems were made by the student and the teacher fix it. Based on the interview Head master of TKS Q AL-IHSAN Talang pamekasan, if Children are great imitators<sup>1</sup>. They imitate all the time around them in order to learn. They naturally catch everything they see and hear including how the teacher says the new vocabulary.

The following are some result of interview to the teachers and head master about the method that always use in 3 Languages Vocabulary Activity

"The method we use in vocabulary activities in 3 languages is the daily repetition, which is a method that is made a habit or imitation in this case using a demonstration technique, namely the teacher first pronounces the vocabulary and then the child imitates it."<sup>2</sup>

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<sup>1</sup> Aisyatun mabrurroh, Kepala Sekolah TKS Q Al-Ihsan, Wawancara Langsung (16 October 2023)

<sup>2</sup> Irma Hellinniyatur Rohmaniyah, Teacher of B Class in TKS Q Al-Ihsan, Wawancara Langsung (14 October 2023)

“The method we use is the habit, which means that they are accustomed to reading this vocabulary repeatedly and read at the beginning of each lesson, because children will easily remember it, besides that we also use demonstration techniques in terms of pronunciation, meaning that children imitate after the teacher's speech.”<sup>3</sup>

“In the pronunciation, we use the demonstration technique, namely the teacher gives an example first to the child, then the child imitates what they have seen and heard from the teacher, while the method used is the habituation method or repeat every day. we instill habituation every day in children so that children can remember the vocabulary.”<sup>4</sup>

From the data above it can be seen that the teacher used drilling method and demonstrating technique in 3 Languages vocabulary activity. Because children always imitate what they listen and see. So 3 languages vocabulary activity read by young learners in B class repeatedly everyday, every meeting, over and over again until can be habituation so they can remember without memorize. In addition, they can pronounce well with demonstrating technique.

In 3 meetings, the children were very enthusiastic and mastered and even memorized the vocabulary they read over and over every day. There are even some children who immediately say words with the correct pronunciation and remember the vocabulary quickly, then at the next meeting they don't forget the new vocabulary they learned yesterday. Some children have high motivation and can even answer questions from the teacher quickly.

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<sup>3</sup>Hafidatur Rahmaniya, Teacher of B Class in TKS Q Al-Ihsan, Wawancara Langsung (14 October 2023)

<sup>4</sup> Aisyatun mabruroh, Head master of TKS Q Al-Ihsan, Wawancara Langsung (16 October 2023)

## **2. The method's process used by teacher in 3 languages vocabulary activity for young learners vocabulary mastery at TKS Q AL-IHSAN Talang Pamekasan**

This section the researcher would like to know how does the method used by teachers in 3 languages vocabulary activity. In this case, the researcher did observation and interview in B Class of TKS Q AL-IHSAN Talang Pamekasan.

The researcher used the observation guideline to describe the student activity. The researcher began the research with first classroom observation on Saturday, 14th October 2023 The researcher entered Mrs. Irma and Mrs. Fida class to see the teaching process conducted by them in 3 languages vocabulary activity. The meeting was started by greeting, checking attendance list, and praying. In the greeting session, the teacher has given him the habit of answering in several languages, one of which is English. After checking the child's presence, the teacher began to stimulate the child to be ready to learn "Are you ready" Then the child answered enthusiastically "yes". Before entering the 3 languages vocabulary activity, children read prayers, Surah from Al-Qur'an and Hadist. After that, the 3 languages activity started. The activity began with reading several vocabulary words that had been given by the teacher at the previous meeting loudly and together. When you get to the last vocabulary word, the teacher says the new vocabulary words loudly and with the correct pronunciation. After that the teacher gives several apperceptions and

stimuli about the meaning of the new vocabulary. After the child understands the meaning of the new vocabulary, the teacher asks the child to imitate the pronunciation and practice it. To find out more about the child's level of understanding, the teacher appoints students one by one to pronounce the new vocabulary. After that, students can apply and say the vocabulary repeatedly together.

In the second observation on Monday, 16th October 2023, the teacher started with greetings and motivation for the children to be enthusiastic about learning today, the teacher also used greetings in a foreign language. For example, when the teacher asks "Bagaimana kabarnya hari ini?" The young learner answered "Alhamdulillah, luar biasa, Allahu Akbar, yes!". Before entering the 3 language activity, the teacher checks the young learner's concentration with a clapping game. If the children lacks concentration, he will stand up and read several prayers, Surah and Hadist that the teacher instructs. After the students have played the game, the 3 languages vocabulary activity begins, according to the interview with the Class B teacher, that if the child seems unable to master the new vocabulary taught, then there is no addition of new vocabulary but rather repeating the new vocabulary together. So at this meeting, students repeated 3 language vocabulary together.

And the last observation on Tuesday, 17th October 2023. The meeting was started by greeting, checking attendance list, and praying. In the greeting session, the teacher has given him the habit of answering in

several languages, one of which is English. After checking the child's presence, the teacher began to stimulate the child to be ready to learn "Are you ready" Then the child answered enthusiastically "yes". Before entering the 3 languages vocabulary activity, children read prayers, Surah from Al-Qur'an and Hadist. After that, the 3 languages activity started. The activity began with reading several vocabulary words that had been given by the teacher at the previous meeting loudly and together. After the teacher feels that the students are able to remember the vocabulary that was given yesterday, the teacher adds another new vocabulary to the children the teacher says the new vocabulary words loudly and with the correct pronunciation. After that the teacher gives several apperceptions and stimuli about the meaning of the new vocabulary. After the child understands the meaning of the new vocabulary, the teacher asks the child to imitate the pronunciation and practice it. To find out more about the child's level of understanding, the teacher appoints students one by one to pronounce the new vocabulary. After that, students can apply and say the vocabulary repeatedly together.

The results of observations until the third day found that the teacher did not target the number of children's vocabulary additions. but the maximum addition of vocabulary at each meeting is 2 vocabulary words. If at the next meeting the child still has not mastered the vocabulary, the teacher will only add vocabulary or not even add vocabulary. but in the three meetings, researchers found that the teacher

added 5 vocabulary words. The results can be seen from the following table :

NO	NAME	WORD COUNT					TOTAL
		1	2	3	4	5	
1	SISIL				✓		4
2	FARIQ			✓			3
3	ROYVAN				✓		4
4	ATHAR				✓		4
5	NAIFA				✓		4
6	SAILA			✓			3
7	KAHIYANG					✓	5
8	FIKA					✓	5
9	HASBY				✓		4
10	RAMDAN			✓			3
11	AIRA					✓	5
12	AKBAR			✓			3
13	FIRDAUS			✓			3
14	RAFKA					✓	5
15	QONITA					✓	5
16	ZAHIRA					✓	5
17	FATHAN			✓			3
18	NAFIZA			✓			3



19	AZRIL			✓			3
	JUMLAH	74					
		18,5%					

## B. Research Discussion

In this part the researcher will discuss all of the data that had written above. Within the data that was found by the researcher conducted the study. In describing the researcher wanted to give an understanding to the reader about the method used by teacher in 3 languages vocabulary activity for young learners vocabulary mastery at TKS Q AL-IHSAN Talang Pamekasan.

The researcher presented the finding based on research focus. The researcher would like to know what does the method used by teacher in 3 languages activity and describe how the teacher use the method in 3 languages vocabulary activity for young learners vocabulary mastery in B Class of TKS Q AL-IHSAN.

### 1. The method used by Teacher in 3 Languages Activity for young learner vocabulary mastery at TKS Q AL-IHSAN Talang Pamekasan.

Based on the finding research, drilling method with demonstrating technique used by teacher in 3 languages vocabulary activity for young learners vocabulary mastery. The teacher of B class totally agreed when they was used drilling method and demonstrating technique, the Children master and recognize English vocabulary more quickly. This suitable with

Kasihani that Vocabulary learning for lower classes is mostly given using the listen and repeat or listen and point to technique<sup>5</sup>.

The Drill method used in the 3 Languages Vocabulary Activity is a teacher's way of getting children used to reading and remembering vocabulary without memorizing it, namely by reading every day. With the drilling method, children have the ability to memorize words, therefore using the drilling method in 3 language vocabulary also helps teachers to share new vocabulary with children and ensures that children will easily remember the vocabulary because it is repeated every day.

The type of drill method used in this activity is repetition drill. that is, the teacher gives a new word or vocabulary to the child and then the child repeats it. it is applied when the teacher wants to give new vocabulary to the child. while when you want to evaluate or see how much the child understands the vocabulary, then the teacher uses the question and answer drill. it means that the teacher gives a question or asks the meaning of the vocabulary and then the child answers quickly. it is in accordance with the type of drill method according to Haycraft<sup>6</sup>.

From the findings above, the researcher knows that class B can master the vocabulary in pronunciation, spelling, and meaning. The young Learners in B class known the meaning of the new vocabulary. This is related with ur stated if vocabulary mastery is the student can know

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<sup>5</sup> Kasihani K.E Suyanto, English for Young Learners,(Jakarta: PT Bumi Aksara, 2007),48.

<sup>6</sup> Haycraft John, An Introduction to English Language Teaching,( England:Longman Group Ltd,1978),36.

about form, grammar, meaning, and word<sup>7</sup>. When the teacher teaches using the drilling method and are enthusiastic in imitating the pronunciation of what the teacher says. There are even some children who immediately pronounce the words they just heard correctly and are able to remember them when asked the next day. So, the drilling method used by the teacher is suitable for children because children are able to remember and even memorize foreign language vocabulary quickly and accurately.

## **2. The method's process used by teacher in 3 languages vocabulary activity for young learners vocabulary mastery at TKS Q AL-IHSAN Talang Pamekasan**

In this section, we will explain how teachers provide the drilling method to children so that the vocabulary of these 3 languages can be grasped by children well. Kasihani argues in her book In simple terms, vocabulary learning can be done through four stages, those are<sup>8</sup> :Introducing, Modeling, Practicing, and Applying

The steps of the drill method applied are also in accordance with Djamarah (2014:3), namely preparation, implementation, and evaluation or follow-up.

In the preparation process the teacher creates a pleasant atmosphere for children, so that children are more highly motivated, and excited to learn about new vocabulary. the teacher applies several songs so that children are more active for the next activity.

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<sup>7</sup> Dwi Nopiyadi, Reni Apriani, Amir Hamzah, Iseu Safinatunisa, "Exploring EFL Young Learners in Vocabulary Mastery Based on PPP Approach," *Journal on Education* 5, no. 4 (Agustus 2023):

<sup>8</sup> Kasihani K.E Suyanto, *English for Young Learners*, (Jakarta: PT Bumi Aksara, 2007),48.

In the implementation process the teacher begins to introduce new vocabulary that they want to add to the 3 language vocabulary activity, not only introducing, the teacher also mentions the meaning and explains so that children can also understand the meaning of the vocabulary, then the teacher begins to demonstrate the correct pronunciation to the child.

In the evaluation or follow-up process, the teacher gives the opportunity to repeat the vocabulary that has been taught to children, besides that the teacher also asks questions about children's understanding.

Based on the findings explained above, when adding new vocabulary, teachers prepare a pleasant atmosphere for children such as reading prayers and singing songs. Then, in the implementation, the teacher begins to introduce new vocabulary in a loud and correct voice, then the teacher provides stimulus about the meaning of the word by giving several examples, such as when giving new vocabulary, namely grape, the teacher will explain how the grape looks like. How the grape can be understood and comprehended. by the children then the teacher tells the children to follow and practice what the teacher has said together. Then after that they apply it or practice it themselves with good pronunciation with the help of the teacher. These steps are in accordance with Kasihani's opinion that vocabulary learning for stage namely introducing, modeling, practice and applying.

According to Bruner, taking a learning is scaffolding and routines<sup>9</sup>. 3 language vocabulary is a routine activity that is carried out every day by class B TK5 Q Al-ihsan. With this habit, children can remember foreign language vocabulary easily and quickly. Apart from that, before the 3 language vocabulary activity begins, the teacher makes the lesson or atmosphere in the class enjoyable and fun. The teacher also conveys the new vocabulary with gestures and actions so that when the three-language vocabulary lesson is given, the children will be interested and very enthusiastic about reading it together. This is in accordance with Slatery and Willis' statement that in teaching English to children, learning must look enjoyable and fun and use gestures and actions<sup>10</sup>.

Apart from that, after the provision of new vocabulary in the 3 language vocabulary activities has been completed, the teacher will check how mastery of the vocabulary that has been given is by asking questions or pointing to one of the students about the vocabulary they have just given based on observation and finding that several children can answer correctly. correct and pronounce the new vocabulary correctly, there are even some children who have high motivation and a good way of learning when the drilling method is applied in class, so this method is considered effective for mastering vocabulary in children. This is proven by an assessment carried out by the school at the end of the year. This school

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<sup>9</sup> Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), 8

<sup>10</sup> Mary Slatery and Jane Willis, *Teaching for Foreign Language*. (New York: Oxford University Press., 2003), p. 4

provides a competition related to the 3 languages vocabulary activity, namely "cerdas cermat", the teacher will give questions related to the vocabulary of the 3 languages, for example, what is anggur in English, so most of the students answered correctly.