

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter present the result of research the data collected from the interview, observation, and documentation which are discussed based on theory and concept on the previous chapter. This chapter presents based on the research in the first chapter. It covers The Use Of Speaking Pyramid as a Media To Teach Vocabulary for Young Learners at RA Riyadlatul Mubtadiin.

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

In this section, the researcher describe and explain about the result of The Use of Speaking Pyramid as a Media to Teach Vocabulary for Young Learners at RA Riyadlatul Mubtadiin. The advantage and disadvantage in the use of speaking pyramid as a media to teach vocabulary for young learners at RA Riyadlatul Mubtadiin and How Does the Teacher use Speaking Pyramid as a Media to Teach Vocabulary for Young Learners at RA Riyadlatul Mubtadiin.

To obtain the data related use of speaking pyramid as a media to teach vocabulary for young learners at RA Riyadlatul Mubtadiin, the researcher conducted the observation in the teaching learning process from the use of speaking pyramid as media in teaching vocabulary for young learners at RA Riyadlatul Mubtadiin. The reseacher conducted on 27th february, 2nd March, 06th march 2024 at RA Riyadlatul Mubtadiin.

In the usage of speaking pyramid as a media to teach vocabulary for young learners at RA Riyadlatul Mubtadiin, the researcher would explain in

three steps. There are pre-teaching, whilst teaching, and post teaching. To know more the explanation clearly, the researcher will explain as follow:

## **1. The Use Of Speaking Pyramid as Media In Teaching Vocabulary**

### **a. The First Observation**

The researcher did the first observation on 27th february 2024. The reseacher came to the school and observed what the students did with the teacher before entering to the class It was started at 08:00 until 09:00.

There are three steps of teaching learning process of the use of speaking Pyramid as a media to teach vocabulary for young learners at RA Riyadlatul Mubtadiin. They are pre-teaching, whilst-teaching, and post-teaching. Each step will be explained by the researcher as follow:

#### **1) Pre-teaching activity**

For the First the teacher greets the students, and before starting the lesson, the teacher asked the student condition, the teacher took the attendance of the students so that they can know which students are entering and not entering in the class, after completing the attendance the teacher immediately ask the students to say Basmalah together

In this activity, the teacher gave greeting to the students and asked the students to pray together.

#### **2) Whilst-teaching activity**

In whilst-teaching activity the teacher did:

1. Showing speaking pyramid media.

In this activity, the teacher began the lesson about vocabulary and showing a speaking pyramid media to the students. The teacher ask the student to mention one by one the name of the fruits and animals in the speaking pyramids by using indonesian language first, and the teacher show some pictures, he guided them how to say some of vocabulary, started from the botten of the tri angle because its more easy to pronounce it, and than the teacher guided the student to practice the vocabulary based on the pictures to make the students quickly understand or remember about vocabulary in the picture.

2. Asking The Students To Repeat The Vocabulary After The Teacher.

The teacher asked students to repeat the vocabulary spoken by the teacher together, and than the students will know how to pronunciation of the vocabulary.

3. Asking the student to mentiont and guess the pictures that show by the teacher

Teacher : ok my student, I will ask you to gues the name of  
fruit and animals in this picture

Student : yes, ustad

Teacher : look at this picture, what the name of this fruit, if there anyone know please up your hand!!

Student : I know ustad, the name of the fruit is banana

Teacher : ok good, give applause to your friend deris

Teacher : now please answer my question, what the name of this animal?

Student : burung ustad,

Teacher : what the english of burung ?

Student : I don't know Ustad

Teacher : the english of burung is bird,

Teacher : now, I will open this paper you can repeat after me

Student : yes sir,

Teacher : okay repeat after me "avocado"

Student : avocado,

Teacher : okay good, now please find a picture of avocado, Albi please come forward!

Student : this is the picture of avocado ustad,

Teacher : is that right?

Student : alright ustad

Teacher : ok that's good my student,

#### 4. Showing written vocabulary from the media to the student

The teacher shown the written vocabulary from the pictures that the teacher has shown to the students, so that students not

only know how to say but also know the writing of the vocabulary, and it will also make it easier for students to memorize the vocabulary of the media.

#### 5. Giving Exercises To The Students

The teacher given practice question to the students so that the teacher knows the progress of students in memorizing vocabulary from the speaking pyramid media, because if the teacher does not test students by giving practice questions, the teacher did not know how many students have memorized vocabulary and also the teacher will know the progress of students after the lesson was finished.

#### 3) **Post- teaching activity**

After the teaching and learning process was complete,the teacher gave practice questions for students, so that the teacher know whether the students really understand and know how to pronounce it and remember the vocabulary that has been studied together, by giving practice questions to be done by students, the teacher knows which students are still few remember the vocabulary that has been learned. Examples is like giving instruction

In the post-teaching activity, the teacher also gave feed back to the student and asked the students whether they enjoyed the activities or not, then researcher closed the lesson Before going

home, the researcher motivated the student to study hard at the school and at their house with their parents.

**b. The second observation**

The second observation was conducted on 2nd March 2024. The research was conducted at 08.00 am. The second observation and meeting where the teacher taught English subject, it was the same as the first meeting but there is different in the second observation. The teacher ask the student to sing about animals and fruits to make student feel enjoyed before continue their study, there are three steps also in the teaching learning process. Each steps has the same steps like the first meeting as follow :

**1) Pre-teaching activity**

Before the teaching and learning process, the teacher did the similar activity with the previous meeting by saying assalamualaikum wr wb and said good morning to the students, then the teacher ask the student conditions and checked the attendance list. And the teacher said that the continue the material by using the media as the previous meeting

**2) Whilst theaching activity**

In the second meeting the teacher asked again the lesson that had been learned in the first week, for fear that the students would forget the vocabulary lessons for names fruits and animals. So the teacher asked again and also tests the student by asking

them to guess the vocabulary that is pasted on the blackboard by the teacher. After all students come forward to answer the vocabulary from the picture, the teacher correct the answer that has been answers by the students.

The teacher gave instruction to the students.

Teacher : okay my students, now we will study about vocabularly in the speaking pyramid media again but before that, you must mention the name of the fruits and animal that you know first.

Student : banana , watermelon, papaya, apple, etc

Teacher :ok great job my student lets continue our study together

Student : yes sir

The teacher gives the picture to the student and has told to put the vocabulary, because it is the function of speaking pyramid as a media in teaching learning process, the student will more understand, enjoy and have fun by using this media.

### **3) Post teaching activity**

The teacher gave conclusion about the material which had explained and the teacher gave motivation before he closed the material this meeting by reciting *hamdalah* together, and not only that the teacher asked to the student to always be obedient and dutiful to their parents in their house.

### **c. The third observation**

The last observation was conducted on 06th March 2024. At 08:00 am. The third observation where the teacher taught English subject, it was same with the second and first observation. There are three steps also in the teaching learning process. Each step has the same steps like at the previous observation, but in this learning the teacher use colour and family to delivered the material in teaching learning process.

#### **1. Pre-teaching activity**

Before the teaching and learning process The teacher did the similiar activity with the previous meeting the teacher gave greeting and pray together. The teacher checked the student attendance. The teacher gave warming up that suitable with the topic that the teacher will teach. The topic was about family and colour vocabulary.

#### **2. Whilst-teaching activity**

The teacher started the lesson by explaining the material to the student that would be discussed in the class.

In the third meeting, the teacher asked the student to mention the vocabulary what they had learned in previous meeting, for anticipate the student would forget the vocabulary, but the teacher still tests the student to show the media again, the teacher give score to the student who can answer the most



vocabulary from the media with correct answer and the teacher will give prizes to the student so the student will more active and enthusiastic if they get prizes from the teacher if they have answer correctly

Teacher : ok my student, today we will learn about colour and family vocabulary

Student : yes sirr

Teacher : what the english of biru

Student : the english of biru is “blue” ustad

Teacher : what the english of ayah dan ibu

Student : “father and mother” ustad

Teacher : very good, my student is very smart and ambitious child

The teacher teach again how to pronounce it one by one the vocabulary started from the basic, intermediate until difficulty of this vocabulary to the student.

After the student had studied about name of colour and family the teacher order to the student to come forward and than the teacher gave a picture to the student and the teacher gave the instruction to the student to writing what the vocabulary of the picture, after that the teacher corrects together with student answer correct or incorrect answer, and the teacher explained again and give prizes to the student who had writing in the

picture with correct answer, and the teacher gave motivation to the student to more confident and active to study

### **3) Post-teaching**

The teacher asked the student to read again one by one the vocabulary before he closed the class, so that the teacher will know which student can or can't pronounce of the vocabulary, after that the teacher gave motivation to the student and closed the material by reciting hamdalah together

## **2. The advantage and disadvantage of the use Speaking Pyramid as a Media to Teach Vocabulary for Young Learners**

In this case the researcher would explain about the advantage and disadvantage using of speaking pyramid as media in teaching vocabulary for young learners at RA Riyadlatul Muhtadiin. The teacher applied in the classroom to make the teaching learning process very effectively.

Based on the observation, interview and also documentation, according students when they learn vocabulary in the pictures by using speaking pyramid that can make enjoyed to study, feel happy, they are also feel confident when the teacher used vocabulary in the speaking pyramid. They don't feel boring since the teaching and learning process is happened. So based on the statement above the researcher conclude that by using vocabulary in the speaking pyramid the students more enjoyed, feel happy, more confident, get experience and also they don't feel boring since teaching and learning process, When the students can enjoyed since the

teaching and learning process and they don't feel boring but they feel happy so the students easy to understand and easy to pronounce it. When the researcher asked the researcher about the usage of speaking pyramid as media in teaching vocabulary for young learners. The teacher said:

"In teaching vocabulary in the pictures, I use names of fruits and animals, colour and family because it is suitable for students and students more easy to pronounce it because this media make easier to understand how to pronounce the vocabulary, the student feel enjoyed in joining the class. And then the vocabulary in the pictures can make students easy to study and easy to pronounce the vocabulary and also can get experience in participating in the activity contributes to development of positive attitudes which they take with them to their secondary school.

Based on the English teacher above, the researcher can conclude that the use of vocabulary in the speaking pyramid can make the students enjoyed, easy to pronounce, and also can make the students easy to study when he teaching and learning process.

When the researcher asked about the advantage when the teacher used vocabulary in the speaking pyramid, the teacher said:

"The advantage can make the students enjoyable with it and also can make student easy to remember vocabulary about name of animals, fruits, colour, and family"<sup>1</sup>

Based on the teacher's statement above the researcher conclude that the advantage are very good. The students more enjoyable and also easy to pronounce and also the researcher conclude that when the student feel

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<sup>1</sup> Saniman, the teacher directly interview (27 february 2024)08:15

enjoyable with the material since teaching and learning process happened, the students can easily to understand the material.

When the researcher asked the student about the feeling when join teaching learning process. The students said:

"I am very happy and not feel boring because the teacher use pictures as media in teaching vocabulary in my class so we can easy to memorize vocabulary"<sup>2</sup>



**( interview of resercher with the student)**

Based on the students answer above, since the teaching and learning process the students feel happy and also easy to pronounce the vocabulary

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<sup>2</sup> Students. Directly Interview (2 march 2024)08:20



“The vocabulary in the media is very interesting to learn when I join the maerial in the classroom”<sup>3</sup>

Based on research result from the student, as my research conclude that every student must have a different sense of saturation with every lesson, but the student would feel happy if the teacher give material that it easy to understand by the student, according the result of research that the student easy to understand when the teacher giving the material with use the media that is learning vocabulary not feel tired and bored, but more comfortable and relaxed so that the student very easy to understand the material.

When the researcher asked to the student, when the teacher use media pictures in teaching learning process. The student said that :

“Im happy when I study using the media because it more easy to me to understand the material, and the media very interesting

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<sup>3</sup> Students Directly Interview (02 March 2024)08:25

because the media so colorfull so I can join this class with full of spirit”



**(The student with Ustad Saniman as a homeroom Teacher)**

the atmosphere in the class during teaching learning process make the student not feel bored with the material. In this case the media can help and facilitated the student to understand the material well.

### **1. The disadvantage the usage of speaking pyramid as a media to teach for young learners**

The usage of speaking pyramid as a media in teaching vocabulary for young learners at RA Riyadlatul Muhtadiin. that the teacher applied in the classroom to make the teaching learning process very effectively. The teacher used speaking pyramid media in teaching vocabulary to make the

students interested in studying. The students always remember the lesson and the topic because they can practice it in their house. The teacher also repeated the vocabulary many times. So that. students can remember it and practice it with pictures.

Based on the observation and interview that the researcher did, there are some disadvantage that the students faced during the activities in teaching learning process, those are:

- a. The student dont know the right written of vocabulary and make student confused in guessing it .
- b. The student did not know how to imitate and pronounce what the teacher said.
- c. Students have difficulty to pronounce the vocabulary because they don't often practice it when they come home from school.
- d. The student did not enthusiastic about learning english vocabulary because they still dont know how the importance of english in the future
- e. The student sometime forget the vocabulary that has been teach by the teacher

The teacher's statement:

"Most of students have less vocabulary about animals and fruits colour and family vocabulary they did not know to say it, if I don't guide them many time in one vocabulary about animals and fruits colour and family . So I am difficult to manage the time because many students will show them perform in front of the class, why it takes lot of time, because students don not only take a vocabulary about animals and fruits colour and family vocabulary

in the media, but as a teacher also watch the student error in a media"<sup>4</sup>



**(interview of the researcher with homeroom teacher)**

## **B. Discussion**

Based on the research results described above, the research result regarding the use of speaking pyramid as a media to teach vocabulary for young learners at RA Riyadlatul Muhtadiin

### **1. The Use of speaking pyramid as a Media in Teaching Vocabulary for Young Learners at RA Riyadlatul Muhtadiin**

Nurdiansyah (2016) says that Media is a tool used to convey messages or information Learning is a process of interaction between

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<sup>4</sup> Ustad Saniman the teacher Directly Interview (02 march 2024) 08:30



teachers and students, both direct and indirect interactions.<sup>5</sup> It is In line with one of my findings, I found that the teaching process which used speaking pyramid media is very good for students, because it could help the teacher to explain the material easily and students can be easy to understand to the material, by using speaking pyramid media in teaching vocabulary the teacher could stimulate and motivate students to pronounce the vocabulary easily, and students will easily know with their writing. English is very important for children to be ready to face the current era. So the school applied speaking pyramid media as a media for enriching vocabulary and of course this media was easy for children to be understood.

Gerlach (1980) says that Media are any person. Material, or event that establishes conditions which enable the learner to acquire knowledge skills and attitudes,<sup>6</sup> it is in line with one of my founding that at RA Riyadlatul Mubtadiin, sometimes the teacher asked the students to study about animals and fruits as a warm-up, so that they was more enthusiastic about learning. This is used as a stimulus before the teaching and learning process begin. The teacher also trained students by showing media and asking them to guess the vocabulary so that they could remember even without memorizing.

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<sup>5</sup> Nurdyansyah, S.Pd., M.Pd dan Eni Fariyatul Fahyuni. M.Pd.I Inovasi Model Pembelajaran 2016.

<sup>6</sup> Gerlach, Vernon D. & Ely, Donald P., Teaching and Media a systematic Approach: second editions . new jersey , U.S. : Prentice hall, 1980

At 08:00 until 09:00 the researcher did research in the classroom. Because the teacher teach English subject only. The teacher explained to the students that they would be asked to practice, namely by guessing the vocabulary that would be pasted on the blackboard. Therefore the teacher put some pictures on the blackboard and if anyone knows the vocabulary of the pictures to come forward, answer by practice the vocabulary that has been prepared and if it is correct the students will get points which later whoever answer the most would get a prize. It is suitable with the criteria for selecting media learning as follows :

1. Accuracy with learning objectives
2. Support for the content of learning materials
3. Easy f obtaining learning resources or media to be used
4. The teacher's skill in using it

the criteria for selecting media originate from the concept of learning media which is part of the overall instructional system. Therefore, several criteria that need to be considered in selecting good media<sup>7</sup>

Based on teaching vocabulary by using speaking pyramid media at RA Riyadlatul Mubtadiin is implemented well. The student participant is very well in the teaching learning process.

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<sup>7</sup> Widayati, Sri, dan Adhe, kartika rinakit . Media Pembelajaran PAUD, PT Remaja rosdakarya : Surabaya, hal: 46,2020

## **2. The Advantage of used speaking pyramid media to teach vocabulary for young learners at RA Riyadlatul Mubtadiin.**

There are several advantages that the teacher use speaking pyramid media in RA Riyadlatul Mubtadiin in teaching and learning process the researcher found that the students advantages in the teaching learning process. Those are:

- a. The students feel confident to study vocabulary in the speaking pyramid media
- b. Students would enjoy the process of learning vocabulary in a relaxed manner and make students motivated in learning
- c. Can make learning more meaningful and real. Because it make student aware of the object of the vocabulary learn even though it's only through speaking pyramid media
- d. Students get new experiences in the teaching and learning process by using speaking pyramid as media and it is easier to remember their vocabulary

It suitable with several benefits to mastering English according to Lailiyah there are several benefits to mastering english vocabulary namely:

- a. Increase children's knowledge of English
- b. Make it easier to communicate with other people/foreigners
- c. Increase someone's self-confidence by appropriate media support
- d. Make it easier for yourself to adapt to the environment new/unfamiliar

e. Make it easier for your self to socialize with foreigners<sup>8</sup>

## **2. The Disadvantage of speaking pyramid media to teach vocabulary for young learner at RA Riyadlatul mubtadiin**

At RA Riyadlatul Mubtadiin The teaching vocabulary by using speaking pyramid media the teacher applied in the classroom to make the teaching learning process run effectively. The teacher used speaking pyramid media to make students interested in studying. The students always remember the lesson and the topic because the students can practice in their house. The teacher also repeated the vocabulary in the pictures many times. So that, can remember it and practice it with showing many pictures.

Based on the observation and interview that the researcher did, there are some disadvantage that the students faced during the activities in teaching learning process, those are:

- a. The students did not know how to imitate and pronounce what the teacher said.
- b. Students don't know the writing of vocabulary and make the studying confused in guessing it
- c. Students have difficulty memorizing vocabulary because they often practice it when they come home from school

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<sup>8</sup> Lailiyah, I., Pengaruh Media Pembelajaran Berbasis Multimedia Terhadap Kosakata Bahasa Inggris Anak Usia 5-6 Tahun di Raudhatul Athfal ArRohmah Kalibatur Kalidawir Tulungagung dan Raudhatul Athfal PSM Kanigoro Kras Kediri. Skripsi. Jurusan Pendidikan Islam Anak Usia Dini. IAIN Tulungagung, 2018.

Based on the result of interview that is done by the researcher to the students and the teacher. When the students interviewed, the students said that they are very happy when learn English by using speaking pyramid media in teaching vocabulary, they said that they are very easily learn English by using that media in teaching vocabulary, they feel enjoy and fun since teaching learning process happen they also said that they are easily to understand the material, but sometimes the student quickly feel bored because they only follow what the teacher instruct.