

## **CHAPTER IV**

### **FINDING AND DISCUSSION OF RESEARCH**

This chapter specifically deal with the result of research and discussion of research. The data that obtained from The use of Demonstration Method in Teaching Vocabulary at Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep. Then, the researcher also presents about the discussion in which it is based on the result of this research.

#### **A. The Result of Research**

In this section the researcher would like to explain the result of research about the profile of school, the using of demonstration method in teaching vocabulary, and the student's response of the using demonstration by teachers in teaching vocabulary.

The Researcher used observation, interview, and documentation to collect data, because this method help the researcher to know the real condition during teaching learning of English vocabulary at that kindergarten. The researcher held the observation since 20<sup>th</sup> February 2020 until 24<sup>th</sup> February 2020 by join with B group of at second semester. The material of learning vocabulary in English subject and the teachers are Uswatun Hasanah, S. Pd., Maswani, Ridha Hidayati, S. HI., and Marwiyah. The researcher conducted this research on twice observation at kindergarten of Tarbiyatus Shibyan. The first meeting, the researcher conducted the observation on 20<sup>th</sup> February 2020. The second meeting,

the researcher conducted the observation on 24<sup>th</sup> February 2020. Before the researcher come the class to do observation, the researcher made appointment with the headmaster and classroom teachers. From those appointments, the researcher permitted to do observation during teaching learning process of the English subject.

## **1. Background of Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep**

### **a. The History of The Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep**

Jadung village is a village that located in Dungkek sub- district precisely to the east of Sumenep city. Kindergarten of Tarbiyatus Shibyan is located in the Jadung village exactly in Girsereng hamlet.

Kindergarten of Tarbiyatus Shibyan built on 1997 years ago that built by the Tarbiyatus Shibyan institution also the construction carry out with community self- help. The facilities and infrastructure that include to the physical project.

At the first batch of operation it just has 12 students, but day by day the students are comes to this kindergarten to study in, and till now became 74 students that divided of 2 classes of A group and 2 classes of B group.

**b. The Vision and Mission of Kindergarten of Tarbiyatus Shibyan  
Dungkek Sumenep**

1) Vision

Realize the next generation of children who healthy, disciplined, intelligent, creative. Independent ethical, and has faith and piety.

2) Missions

a) Instilling and train to be clean, healthy living habits to children

b) Accustom to be orderly and obey the rules

c) Develops the children potential optimally.

d) Encouraging children to be active and have high learning motivation.

e) Developing the self confident of children

f) Training children to respect others and love their environment.

g) Training children to apply out the religious activities.

**2. The Use of Demonstration method in Teaching Vocabulary at  
Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep**

To obtain the data related with the use of Demonstration method in teaching learning vocabulary, the researcher conducted an observation in the teaching learning vocabulary process at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep.

### a) The first meeting

The researcher who attendances in the classroom on Thursday 20<sup>th</sup> February 2020 on 07: 30 AM until 10:30 AM. In this case, the researcher was a passive participant in the classroom. The teacher taught students about the English vocabulary used demonstration method at B group about fruits and color. There are 27 students at B group that consist of two classes, that are B1 and B2.

#### 1) Pre-Teaching

The first the teacher came to the class and starting the subject with greeting , continued to praying together, singing some songs; *Fruit and Color*, *My Family*, and *Part of the body*. Then, the teacher checks the student's attendance which have done by every meeting. After that the teacher gives warming up related with the topic in order to make the students can have the illustration how the topic that will be discussed.



## 2) Whilst Teaching

The teacher started from asked students to stand up while make a circle. Then teacher asked to students what the fruit that they like, also teacher asked what the color of that are. After that, teacher explain what the material will be studied. After that, teachers gave one by one of students a handmade flash card and asked what is the flashcard about. While the teachers showed and explain what are the flashcard about. Also the teacher demonstrated word by word how to pronounce it well and clearly. All off the students were happy.

To make the students easy to understand in learning vocabulary, so the teacher demonstrated real example of handmade flashcard about fruit and color.



It supported by one of the Student's statement:

“ I’m feel happy study English with my teachers, because of I’m studying something that different with my language. I think it is so have fun. Now, we’re study about fruits and colors with our good teachers classroom. They was show us the picture of strawberry, Apple, Zalacca, Coconut, and the others”<sup>1</sup>.

Related with the students statements above, Mrs. Ridha Hidayati as a teacher classroom said:

“We taught student about English vocabulary by singing a song while showing the real thing that related with song. For example; if we’re singing about fruits teacher give or show some fruits use picture, flashcard, ect. So, the students will be easy to comprehend our topic. In other side, We’re teaching them how to pronounce the vocabulary in English”<sup>2</sup>.

Then, the teacher continued to explain the components of fruits, such as the flowers, the leaves, the root, the stem, the taste, the color. After that, teacher checked the student’s understanding and give opportunity to ask about anything that they didn’t understand. All of student were enthusiastic, and some of them asked to teacher.

### **3) Post-Teaching**

In the last of lesson, teacher gives feedback to the students to match picture of fruits with the color while showed to the others.

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<sup>1</sup>Mafazah Adida, Student of Kindergarten of Tarbiyatusshibyan, B group, second Semester, Direct Interview (21<sup>th</sup> February 2020).

<sup>2</sup>Ridha Hidayati, Classroom Teacher of Kindergarten of Tarbiyatusshibyan, Direct Interview (21<sup>th</sup> February 2020).

The teacher also gives opportunity to the students to ask about what thing that the students don't understand related with the material that have explained. After giving opportunity and answer the question from the students the teacher asking student that what that they learned, then teacher guided students to sing a closing song that as a habitual every day. After that the class ended by reciting a prayer together.

#### **b) The second meeting**

It is the second meeting of this research and it was conducted by the researcher, 24<sup>th</sup> February 2020. It started on 08:00 AM until 10:00 AM. In this case, the researcher was same as passive participant in class. The lesson was still about "Fruits and Colors" and still used Demonstration Method.

##### **1) Pre-Teaching**

Before the teacher started the lesson, he conducted the similar activities with the last time in the class. She said "Assalamualaikum Warahmatullahi Wabarakatuh" after entering the classroom.

The teacher greets the students by saying "Good morning, students". Then, She continued by asking the student's condition by saying "How are you today?" and the students answer her question by saying "I'm fine, Missis. How about you?".

The teacher continued the activities by guiding students to pray together before starting the lesson. After that. The teacher checked the student's attendance. Next, The teacher instructed students to make a circle to sing a song "*Kalau Kau SukaHati*".

Next, the teacher gave warming up related with the topic.

## 2) Whilst-Teaching

It is about the main point in English Teaching learning process. Before the teacher started the lesson, She gave reviewed the previous lesson and explained the material that would be discussed that day. The teacher instructed the students to stand up and make a circle in front of class to discuss again about the previous lesson it is about fruits and color or to continue the



previous lesson in adding the student's knowledge about fruit and colors.

In this meeting, the teacher had prepared some new vocabularies about fruit in order to add the students vocabulary, and teacher demonstrates to students the fruit and color used handmade flashcard. It same with previous meeting, but in complex vocabulary.



Teacher taught used demonstration method as like the first meeting, and the students enjoy in study. They're more active, happy and enthusiastic in their learning process.



After the students understand about the material, the teacher asked students to line up in front of white board to facing each other. The teacher said *pineapple* then students match the fruit with *yellow* color based on the teacher instruction.

### 3) Post-Teaching

The last, the teacher asked the students what that they have studied about the topic today in order to make a conclusion of the lesson, then the teacher gave the evaluation as the previous meeting, also remind the students to study. The teacher guiding students singing a song as the habitual activity. The class closed with praying together. Then, teacher saying “Assalamualaikum Warahmatullahi Wabarakatuh”.

### **3. The Student's Responses of the Demonstration method that Used by Teacher in Teaching Vocabulary at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep**

In this section, the researcher would explain about the result of observation of B group at Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep to know the student's responses about the Use of Demonstration Method that used by Teacher in teaching vocabulary at Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep.

#### **1. The result of observation checklist**

Based on the result of observation on the 20<sup>th</sup>- 24<sup>th</sup> February 2020 that conducted by the researcher is the demonstration method that used by teacher in teaching learning vocabulary about fruit and its color was has many responses are most of the students were gave the positive response, such as they feel enjoy, happy, enthusiastic in study English vocabulary, but also there were some negative response depend on the method that they're liked.

In conclusion, the student's responses based on the observation checklist are:

1. The students pay attention.
2. The students comfortable with the teacher's method.
3. The students can know many vocabularies.
4. The students enjoy in activity on teaching learning process of vocabulary.

5. The students understand.
6. The student confuse in pronounce some vocabulary.

## 2. The result of interview

In other side, the researcher also doing some interview with the teacher and students to support the result of observation checklist above.

Based on the observation on 20<sup>th</sup> February 2020 at 08.00 until 10.00, the researcher did an observation in the classroom of B group at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep.

1. The students pay attention.

This statement supported by Marwiyah as the classroom teacher in the class of B group, she said:

“The use of Demonstration method in teaching English vocabulary was successful because of all of the students were pleasant in interactive communication among them between the students and teacher, and the students were pleasant in finishing the feedback. Besides that, me as classroom teacher always help the student’s difficulties especially in learning English vocabulary used Demonstration”<sup>3</sup>.

“Actually, in the English learning we always used some method to be easier the students in comprehend the lesson, but we always the main method that is Demonstration method, because of we as the teacher were facing the young learners or children in teaching learning process. Students kindergarten are still young. They didn’t understand the abstract thing, so we must demonstrated the real example. In other side, as teacher of kindergarten must have high patient, creative, and comprehended the student’s need.”<sup>4</sup>

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<sup>3</sup>Marwiyah, the classroom teacher of B group of second semester at Kindergarten of Tarbiyatus Shibyan Dunkek Sumenep, Direct Interview (24<sup>th</sup> February 2020).

<sup>4</sup>Uswatun Hasanah, Headmaster of Kindergarten of Tarbiyatusshibyan, Direct Interview, (24<sup>th</sup> February 2020).

The researcher could take the conclusion based on the interview above that the student pay attention to the teacher's teaching method in learning English vocabulary. Students can comprehend about the teacher explanation of the material.

2. The students comfortable with the teacher's method.

With the simple statement Varza Nur Alif said that he liked studying English vocabulary especially in Using Demonstration Method because the method could help him and it made easier in his learning process. Here is the direct quotation from him:

“I do like study English vocabulary using this method. I can know many vocabularies, because of my teacher explain in detail”<sup>5</sup>.

Ahmad Fajrur Rahman, as one of the students in B group of TK Tarbiyatus Shibyan also said as followed:

“According to me, it is very good when the teacher teaching us with demonstration method while the teacher use flashcard to students”<sup>6</sup>.

This method is suitable is for the students and this method made the students didn't feel bored in joining the class. It was proven when the researcher conducted the interview with the some students in the class after being taught English vocabulary by the Use of Demonstration method in Teaching Vocabulary at

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<sup>5</sup>Varza Nur Alif, the student of B group of Kindergarten of Tarbiyatus Shibyan, direct interview, (20<sup>th</sup> February 2020).

<sup>6</sup>Ahmad Farur Rahman, Student of Kindergarten of Tarbiyatusshibyan, B group, second Semester, Direct Interview (20<sup>th</sup> February 2020).

Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep. Moh.

Khoirul. F added his statement as follow:

“Demonstration method is very help students because it can give the description and understanding about the material and can help students more active in learning process also it make easy to complete the task that gave teacher”<sup>7</sup>.

Besides that, there are many answer or response that the researcher get of the Use of Demonstration Teaching Method in learning Vocabulary at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep, there were some students responses, most of the were gave the positive response, but there were some negative response depend on the method that they're liked. About the different response as follow:

“In my opinion, study English vocabulary used demonstration method is make me happy, but I always forget some vocabularies and some difficulties to pronounce the vocabulary in English, as like *Nanas* it can be *pineapple*, my tongue get the difficult”<sup>8</sup>

### 3. The students can know many vocabularies

As like on the previous chapter, before know the other components, the language learner must learn vocabulary before they rearrange word grammatically and pronounce it. The response of student as follow:

“Yes, I like study this lesson. I can know other language, and memorize or remember some vocabularies, but I always get the

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<sup>7</sup>Moh. Khoirul . F, ,Student of Kindergarten of Tarbiyatus Shibyan, B group, second Semester, Direct Interview (24<sup>th</sup> February 2020).

<sup>8</sup>Nailatul Hasanah, Student of Kindergarten of Tarbiyatus Shibyan, B group, second Semester, Direct Interview (24<sup>th</sup> February 2020).

difficulties in the pronunciation because of its different with my language”<sup>9</sup>.

“I do like study English especially study vocabulary, because by learning English vocabulary. I can now many vocabularies as like today I have studied about fruits and colors”<sup>10</sup>

Two statements above, the researcher can make a conclusion that is clear that the study English vocabulary using demonstration method is can add the student’s knowledge about vocabulary.

4. The students enjoy in activity on teaching learning process of vocabulary.

The researcher got a response from the student of the result of an interview on 20<sup>th</sup> February 2020 after teaching learning process with this statement:

“I’m feel happy study English with my teachers, because of I’m studying something that different with my language. I think it is so have fun. Now, we’re study about fruits and colors with our good teacher classroom. She was show us the picture of strawberry, Apple, Zalacca, Coconut, and the others”<sup>11</sup>.

5. The students understand

Many students understand in this demonstration teaching method that has been used by the teacher in teaching vocabulary. This statement as follow:

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<sup>9</sup>Taufiqur Rahman, Student of Kindergarten of Tarbiyatus Shibyan, B group, second Semester, Direct Interview (24<sup>th</sup> February 2020).

<sup>10</sup>Wilda Muthmainnah, Student of Kindergarten of Tarbiyatushibyan, B group, second Semester, Direct Interview (20<sup>th</sup> February 2020).

<sup>11</sup>Mafazah Adida, Student of Kindergarten of Tarbiyatushibyan, B group, second Semester, Direct Interview (20<sup>th</sup> February 2020).

“You know, every day I want to study English together with my beloved teachers, as like with Mrs. Yati, Mrs. Wani, also with my friends. I am easy and understand in study English vocabulary with them”<sup>12</sup>.

“Teaching Vocabulary using Demonstration method is more comfortable for young learners, because of students of kindergarten are consist of 2-6 years old. They more understood to the real thing. They can’t imagine something. So, teachers must know the great method that comfortable with the students, especially we’re teaching young learners”<sup>13</sup>.

#### 6. The student confuse in pronounce some vocabulary

Besides the positive response, also there was some negative response means students feel confuse in pronounce some vocabularies, but the teacher always help to make they understood by repeat again and shows in front of them, as like

“We get some difficulties in study English vocabulary, but teacher has been solving our problem used demonstration method. Teacher repeated the lesson and gave the other example use real thing if we’re didn’t understand”<sup>14</sup>.

Related with the students statements above, Mrs. Ridha Hidayati as a teacher classroom said:

“We taught student about English vocabulary by singing a song while showing the real thing that related with song. For example; if we’re singing about fruits teacher give or show some fruits use picture, flashcard, ect. So, the students will be easy to comprehend our topic. In other side, We’re teaching them how to pronounce the vocabulary in English”<sup>15</sup>.

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<sup>12</sup> A. Fajrur Rahman, Student of kindergaten of Tarbiyatus Shibyan, B group, second Semester, Direct Interview (21<sup>th</sup> February 2020).

<sup>13</sup> Maswani, Classroom Teacher of Kindergarten of Tarbiyatus Shibyan, Direct Interview (21<sup>th</sup> February 2020).

<sup>14</sup> Fatima, Student of Kindergarten of Tarbiyatusshibyan, B group, second Semester, Direct Interview (24<sup>th</sup> February 2020).

<sup>15</sup> Ridha Hidayati, Classroom Teacher of Kindergarten of Tarbiyatusshibyan, Direct Interview (21<sup>th</sup> February 2020).

“Yes, teacher always help us our problem directly in learning English. So, we’re feel have high motivation to study English every time”<sup>16</sup>

## **B. Discussion**

In this section, the researcher will answer the research focus in this research after knowing the research findings. There are two research focuses in this research, they are how the teacher use Demonstration Method in Teaching Vocabulary at Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep and what are the student’s responses in the using of Demonstration Method in Teaching Vocabulary at Kindergarten of Tarbiyatus Shibyan.

### **1. The Use of Demonstration Method in Teaching Vocabulary at Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep**

In English teaching learning process, the teacher needs to use a method, a model of learning, technique, strategy, and others when teacher teaches in the classroom. A method which is developed based on some assumption of an approach, include the whole plan for the presentation of language material<sup>17</sup>. It is mean that teacher must prepare the suitable method before teach that related with the material Teacher has an important role in teaching learning process. Teacher must be comprehend of their students, especially in teaching young learner.

#### **1. The Result in First Meeting of pre-teaching until post teaching**

The classroom teacher did some steps in the classroom as follow:

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<sup>16</sup>Nafisatul Muthmainnah, Student of Kindergarten of Tarbiyatusshibyan, B group, second Semester, Direct Interview (24<sup>th</sup> February 2020).

<sup>17</sup>Ag. BambangStiyadi, *Teaching English As Foreign Language*,(Yogyakarta: Graha Ilmu, 2006), page. 14.



- a) The teacher comes to the class while say salam, and greeting.
- b) The teacher guides the students to praying together.
- c) The teacher guides students to singing some songs; *Fruit and Color, My Family, and Part of the body.*
- d) The teacher checks the student's attendance list.
- e) The teacher gives warming up by asking what fruit and color whom the students were like.
- f) The teacher teaches English vocabulary to the students by using demonstration method that support by showing the handmade flashcard that focused on fruits and its color (*banana-yellow, watermelon-green-red, orange-yellow, strawberry-red, durian-yellow, and rambutan-red-white*).
- g) The teacher gives example and demonstrates how to pronounce word by word in front of students.
- h) The teacher guiding student to match fruits with its colors using the flashcards and colored papers.
- i) The teacher gives opportunity to students to ask if there is a difficulty about the material.
- j) The teacher gave feedback to students to match fruit with it color by their own.
- k) The teacher gave conclusion of the material.
- l) The teacher give evaluation by instructed students to draw some fruits and student must colored it with the appropriate color.

Principally, Wright states in Bambang that the language teacher have two functions: the instructional function and the managerial function.<sup>18</sup> The two function complements each other; the former would be more or less impossible without the latter. In some methods the role of language teacher is very dominant and when a language teacher is dominant, automatically the language learners will be less dominant also will be more active in learning teaching interaction.

## **2. The result in Second Meeting of pre-teaching until post teaching**

Teaching Foreign language to students of kindergarten is not easy, because they are the beginner or as young learner. There are a lot of books that explain about the method, approach, model of learning techniques in teaching young learner. One of book is “Format PAUD” that arranged by Novan Ardy Wiyani and Barnawi. On this book, there is method of learning to young learner that has been used by teacher in teaching vocabulary at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep, the method is namely demonstration method. Also many other books that explained about demonstration method. The teacher used this method is to make their students more enthusiastic as long as teaching learning process take places.

In the second meeting the teaching process is almost same, the teacher had continued the previous lesson about fruit and color with new words. As the first meeting, there are some steps in teaching learning process as follow:

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<sup>18</sup>Bambang Setiyadi, page. 17.

- a) The teacher comes to the class while say salam, and greeting.
- b) The teacher guides the students to praying together.
- c) The teacher guides students to singing some songs; *Kalau Kau Suka Hati*, *Animal*, and the other song.
- d) The teacher checks the student's attendance list.
- e) The teacher gives warming up by asking what fruit and color whom the students were like.
- f) The teacher doing review the previous lesson, then gives the students some flashcards about fruit and color with new wordw.
- g) The teacher teaches English vocabulary to the students by using demonstration method that support by showing the handmade flashcard that focused on fruits and its color (*Coconut-green-*, *Zalacca-brown*, *mangosteen-red*, *mango-yellow-green*, *starfruit-yellow* and *Apple-red-green-white*).
- h) The teacher gives example and demonstrates how to pronounce word by word in front of students.
- i) The teacher guiding student to match fruits with its colors using the flashcards and colored papers.
- j) The teacher gives opportunity to students to ask if there is a difficulty about the material.

To make Teaching learning process succeed, the teacher must be choose the suitable method in their teaching. When a language teacher is very dominant, language learners will be less dominant in learning teaching

interaction.<sup>19</sup> Language learners will be more active in learning when the language teacher used a suitable method.

The used Demonstration Method in teaching vocabulary that apply by the teacher at kindergarten of Tarbiyatus Shibyan was related with the theory in chapter II about the Demonstration procedures in teaching learning process as follow:

- a. Decide the purposes and material (subject)
- b. Decide the demonstration's type that we choose
- c. Prepare the tools and materials (thing)
- d. Decide the steps of activity
- e. Make a rating<sup>20</sup>

Based on the discussion above, the teacher has a big influence to the students, because the students pay attention to the teacher's performance and depend on what the lecturer does in the classroom. When the teacher can make student interesting activity, the student will be comfortable and feel enjoyable in learning. So the purpose of teaching learning process will be success. In this case, we can conclude that method is one of the approach that the teacher used to make the teaching learning process more interesting and enjoyable, so the successful learning will be easy to be reached.

In kindergarten of Tarbiyatus Shibyan Dungkek Sumenep, the teacher used Demonstration method in teaching English vocabulary. The result of

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<sup>19</sup>Ibid, page 19.

<sup>20</sup>Novan Ardy Wiyandani Barnawi, *Format Paud:Konsep, karakteristik, dan Implementasi Pendidikan Anak Usia Dini* (Jogjakarta: Ar-Ruzz Media, 2014), page. 140.

research support by theory that explain, Demonstration means an act of showing doing, and explain something by proof or evidence<sup>21</sup>. When some people hear the phrase demonstration, there is only one thing which comes to our mind that is a person who standing in front of many people who explain how to do something, how the process is done by using the real thing.

## **2. The Student's Responses about the Use of Demonstration Method in Teaching Vocabulary at Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep**

While the researcher observed in Kindergarten of Tarbiyatus Shibyan especially in the B group class, the researcher got the data. In this section, the researcher will explain the data that the researcher got especially about the student's response of The Use of Demonstration Method in Teaching Vocabulary at Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep.

The used of Demonstration Method in Teaching Vocabulary at Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep is got some responses from the students. Most the students were pleasant and interesting in learning process, also there were some of them get the difficulties in pronounce some vocabularies.

Demonstration method is the method that always use by the teacher at Kindergarten of Tarbiyatus Shibyan in teaching vocabulary. To know what are the student's response on the teacher's method in teaching vocabulary. Based on the qualitative the researcher interview with some students and the

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<sup>21</sup>Isjoni, *Model Pembelajaran Anak Usia Dini* (Bandung: Alfabeta CV, 2017), page 88.

classroom teacher who teach English vocabulary in kindergarten of Tarbiyatus Shibyan Dungkek Sumenep. Here the result of of the observation and interview that have done the researcher.

According to Oxford Advance Learner's Dictionary, states response is an action or feeling produced in answered something or reaction.<sup>22</sup>The kinds student's responses such as: student's response (specific) responding to the teacher or lecturer's within specific and limited range of available or previously practiced answer like (*understand*). Student's response (*choral*) response by total class or part of the class, student's response like (*pay attention, enjoy*), for example: choral repetition can be invigorating, and it gives all the students a chance to speak together rather than being (Possibly) shown up individually. (Open-ended or student-initiated) responding to the teacher or teacher with students own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must know to make a selection. Initiation the participation. Silence (pause in the interaction. Periods of quite during which there is no verbal interaction) like silent, confusion (work-oriented) Student try to explore their ideas, opinions, and feeling, this is multiple response because it aims to the fact if the first response cannot solve the problem, students will try to use another responses, laughter (laughing and giggling by the class, individuals, and or the teacher), like: understand, not understand, shy, smile or laugh, and funny. Uses the native language (use of

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<sup>22</sup>Oxford Learner's Pocket Dictionary, page 1000.

native language by the teacher or the students), nonverbal (gesture or facial expression by the teacher or the students that communicate without the use words).<sup>23</sup> This category is always combining with one of the category of teacher or student's behavior.

Based on the result from observation checklist and interview, the student's response on the teacher's method in teaching vocabulary at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep are:

- a) The students pay attention.
- b) The students comfortable with the teacher's method.
- c) The students can know many vocabularies.
- d) The students enjoy in activity on teaching learning process of vocabulary.
- e) The students understand.
- f) The student sometimes get a confuse in pronounce some vocabulary.

All of the student responses above is agreed with Douglas Brown that kinds of student response are specific response, choral response by total class or part class, open-ended or student initiated.<sup>24</sup>

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<sup>23</sup>Brown, *Teaching By Principle An Interactive to Language Pedagogy*, 217.

<sup>24</sup>Brown, 217.

