

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

After doing some procedures in analyzing the data collected during the research, the researcher determined the conclusions based on the result of data analyzing. They are follows:

1. The use of teacher strategies are question and answer, listen and repeat and listen and do strategies in teaching English Vocabulary to young learners for the students in SDK Rossa Mystica.
2. The reason of the teacher using question and answer, listen and repeat and listen and do strategies are: the teacher can evaluate the strength and weaknesses of the students, encouraging them to have confident in giving their ideas, to improve the pronunciation of the students, and to mix the activities in class and know the level of understanding of the students.

5.2 SUGGESTION

From the result of the research, the researcher would like to give some suggestions, as follows:

1. For English teacher of EYL
Teacher is expected to improve the strategy or give more various strategies and media teaching in the learning process in the classroom. The teacher need to use suitable strategies in teaching students to help their learning in order to become successful language learners.
2. For students
Students should sharpen their ability by enriching their vocabulary and trying to solve

their problem by using the strategy that was given. They can try to follow the strategies has been taught in their learning vocabulary.

3. For reader

The researcher hopes this research can benefit for the readers in increasing their knowledge about strategy in teaching vocabulary to young learners and as the references for the next research.

4. For other researcher

The next researcher who wants to conduct the similar should understand the problem deeply for better research. And also the next researchers were suggested to conduct researcher about other new and creative English teaching strategies to young learners.

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APPENDICES

Appendix 1: Observation Checklist and Interview Transcript

Date : May 30, 2022

Class : 2A

Teacher: Sr. Andris RVM

TIME	TEACHER STRATEGIES					NOTE
	QA	LR	S	LD	OS	
00:01-01:40				√		"We will pray, lead by Divo. Divo please!"
01:55-02:23				√		"Raise your hands, two hands, hands up"
02:23-04:43	√					"What day is today?"
05:05-05:20				√		"Please sit down!"
07:40-08:55	√					"What is food in Bahasa Indonesia?" "what kinds of food do you like?"
09:36-14:08		√				"I will read and you will repeat after me"
14:12-15:20	√					"What is vegetables in Bahasa Indonesia?"
18:07-23:30	√					"Now look at the picture here, what is the picture?"
23:50-24-25		√				"Everybody, anggur (grapes), apel (apple), cery (cherry), jeruk (orange), nanas (pineapple), stroberi (strawberry).
24:27-26-15	√					"How many pineapples, we have here?" "How many strawberries, we have here?" "How many cherries, we have here?" "How many oranges, we have here?" "How many grapes, we have here?"
26:55-27-50		√				"Everybody, grapes (two grapes), strawberry (three strawberries), pineapple (one pineapple), orange (three oranges), cherry (four oranges), apple (three apples).
	√					"How many apples?"

28:00-28:17						“How many cherries?” “How many oranges?” “How many pineapples?” “How many strawberries?” “How many grapes?”
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OBSERVATION TRANSCRIPT

The researcher conducted in SDK Rosa Mystica on Monday, 30 May 2022. An English Teacher named Sr. Andris RVM had prepared class 2A to teach using strategies in teaching English vocabulary to young learners at 09: 00- 10:00 O'clock. After being allowed by the teacher to record a video using a Smartphone, the researcher is invited to take a place in the back to record the teacher while teaching.

The teacher introduced the researcher to the students that a researcher would be present in their class to make observations. The students looked very enthusiastic and happy when their teacher asked them to say hello to the researcher. After that the teacher invites the students to pray. The teacher asked one of the students named Divo to come forward to lead the prayer. After that the teacher greets the students once again and asks how they are doing. The teacher invites the students to raise their hands up, to the side while flexing their fingers and then asks the children to sit still and ask the date. Then check the attendance of students and it turns out that there is one student who is not present.

The teacher checking attendance and asked the students to take out their textbooks and review the previous lesson about food. The teacher asked their favorite food. After that the teacher reads and the students have to listen and repeat. The teacher reads the types of food in the textbook. The food are: milk, chicken, vegetables, water, ice cream, rice, noodles, juice, tea and pizza. After that the teacher asked some students to repeat the types of food clearly and loudly. The teacher asks the students to applaud the students who read correctly. The teacher takes a picture of a tree and asks one of the

students to help the teacher to paste the picture on the whiteboard. The teacher tells the students about the material that will be taught that day. They will learn about healthy food. The teacher conveyed what constitutes healthy food, namely: vegetables and fruits. The teacher asked them to translate vegetables and fruits into Indonesian. After that the teacher told the students that they would study fruits that day.

The teacher shows a picture of a fruit and asks the students what fruit it is. The students happily named the fruit. But there are some students who mention apples, lemons, oranges, melons. The teacher said it was an orange. The teacher asked the students to translate oranges into English. There was a student who answered correctly “orange”. The teacher asks the student to paste the picture on the tree picture attached to the whiteboard. After that the teacher showed two more oranges and asked the students to translate three oranges in English and then the class atmosphere became crowded because they answered simultaneously and loudly “three oranges”. The teacher tried to calm the students and the class atmosphere became calm. Then the teacher chooses two students each get one picture to paste on the tree picture on the whiteboard. The teacher shows again a picture of a cherry and the students shout that the picture is a cherry. The teacher walks behind and asks one of the students to paste while asking the color of the cherry. The students answered that the color of the cherry is red. The teacher distributes two more cherries to two students to paste on the tree picture on the whiteboard. Then the teacher asked how many cherries are on the tree. The teacher asks while showing which cherries are the biggest and which are the smallest. After that the teacher showed again a picture of a strawberry. The students answered in unison that the picture was a strawberry. Then the teacher distributes four strawberry pictures to four students to paste on the tree picture on the whiteboard. After that the teacher showed again a picture of an apple. The students answered that the picture is an apple. The teacher distributes three pictures of apples to the students to paste on the tree on the whiteboard. After that the teacher showed the grapes again and asked the students what the name of the fruit. The students answered in unison the picture of the fruit was a grape. Then the teacher distributes pictures of grapes to two students to paste on the picture of a tree on the

whiteboard. Then the teacher shows a last picture, namely a pineapple. The students answered in unison that the fruit was a pineapple. Then the teacher asks one of the students to paste the tree picture on the whiteboard. After pasting all the fruit pictures on the tree pictures on the whiteboard, the teacher asks the students to sit quietly and politely. The teacher points to the pictures that have been pasted on the whiteboard and says the names of the fruits in Indonesian and then mentions them again in English, namely: anggur: grape, jeruk: orange, cerry: cherry, nenas: pineapple, strobery: strawberry, apel: apple. After finishing mentioning the names of the fruits using Indonesian and English, the teacher asked the students to pay attention to the pictures. Then the teacher asked how many pineapples were there. The students answered there was an pineapple. Then the teacher pointed to one of the students and asked how many strawberries and the student answered correctly that there were three strawberries. The teacher tells the other students that there are three strawberries on the tree. Then the teacher pointed to one of the students again and asked how many cherries are there in the tree picture. The student answered that there were four cherries in the tree picture. Then the teacher pointed to one of the students again and asked how many oranges were there and the student answered there were three oranges.

After saying how many fruits of each fruit there are on the tree the class atmosphere becomes crowded. The teacher calms the students down by saying that they will get a sticker if the students sit quietly. Then the teacher points at the whiteboard to say the names of the fruits and how many of each fruit in a loud voice and the students repeat again.

The teacher asks the students to close their textbooks. The teacher asks the students to write down the date of the day. The teacher writes the numbers one to ten on the whiteboard. After that, the teacher checked their writing equipment. There is one student who does not have a writing instrument. The teacher asked the other students to lend writing tools to the student. After that, the teacher told the students not to cheat. The teacher will read the question for two times. The teacher said that questions one to five students had to answer by translating them into Indonesian. Meanwhile, six to ten

students have to complete the missing letters so that they become a word. The questions number one to five are: red strawberry, three oranges, two grapes, four cherries, one pineapple and number six to ten are: milk, cake, rice, water and tea. Finished working on the test the teacher asked the students to come to the front of the class to collect their test result.

INTERVIEW TRANSCRIPT

This interview conducted on May 31, 2022 in SDK Rossa Mystica with English teacher name Sr. Andris RVM who was already teaching the young learners at the time of observation class. After being allowed by the teacher to record during the interview the researcher immediately asked about the class observation.

Researcher: Suster....how long have you been teaching vocabulary to young learners?

Teacher : I have been teaching for young learners, seven, eight, nine years.

Researcher: Seven, eight, nine years.

Teacher : Because I was teaching in Seminari for two years, in Kinder Garden for two years, eight years, at Liliba just one year. So, eight years.

Researcher: Did you prepare your material before you enter the class?

Teacher : Usually we will prepare our materials and also the everything for the students before we enter and the principals we check everything in teaching before we will use all our materials or everything in teaching.

Researcher: Okee....Did the class run based on your preparation?

Teacher : Sometimes the preparation that I prepared before that it will changes depends on the mood of the students. Because for Grade School not the same with the High School. Sometimes like you see, they are very moody and they are terrible. So, we will tell them to follow instruction and hopefully what we prepared according to plan.

Researcher: Why did you use picture to teaching English Vocabulary?

Teacher : usually I search also in the YouTube, Google before I prepared the material. For example about the food and vegetables I make it not using the technology but I just prepared by myself to prepared for this lesson into this class.

Researcher: How about the students' responses and classroom interaction?

Teacher : Usually the students they like to using pictures, video and songs. They more attractive than we just talk them discover the answer by them self so that we learn. We ask many questions and they don't understand and we help them to find out the answer.

Researcher: Good... class interaction. Hehehe.....

Teacher : Hopefully... that's my goal.

Researcher: In using picture I found that you ask many question and the students must be answer, you ask the students to listen and after that the student repeat and also you ask the students to listen and do. Why did you do that?

Teacher : That I used question and answer, listen and repeat, listen and do strategies.

Researcher: What the reason you use the strategies?

Teacher : Why did I use listen and repeat strategy, for me is that to improve their pronounciation of the students and pronounciation involve listening skill of the students.

Researcher: Do you have other reason to this strategy?

Teacher : The other reason the students familiar with the new words. By familiarizing students to listen and then repeat vocabulary will make children more aware of the correct pronunciation in English because they are used to listening the vocabulary spoken by the teacher.

Researcher: How about the reason by using question and answer strategy?

Teacher : Can be use by the teacher can evaluate the strengths and weakneses of the learners and encouraging them to have confident in giving them ideas and encouraging to live to have discussion with each other.

Researcher: Thank you suster. What the reason about the listen and do strategy?

Teacher : As a teacher we should talkless so that the students can mix the activities in class. Such as moving, talking, drawing and do the grup activity given to them this is make me to know level understanding the students.

Researcher: What are the challenges in using the strategies?

Teacher : The challenges is for example some of the students they are active. For example they want standing on the front. If the students like them the one will do the task. For example, my beloved Dino, my beloved Mici because they like to play everytime. I teach them but every lable is different.

Researcher: Do have anything else to say:

Teacher : Become a teacher, teaching meaning you are a student everyday. You will study not only for today. But you will study until the end of the life because you are a teacher. So you will never stop learning. Learning is not only from the book but also from the them.

Researcher: oke thats all suster... thank you.

Teacher : Your welcome....

Appendix 2: Picture

