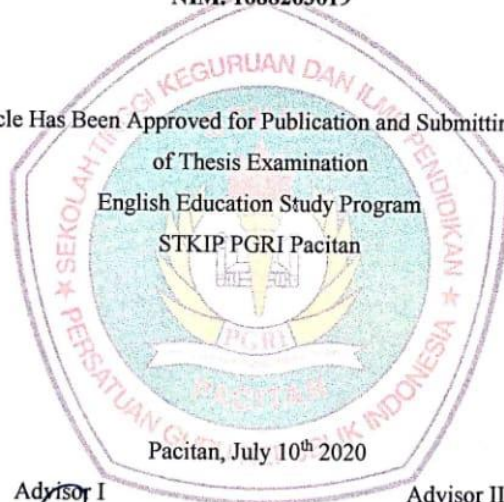


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**TEACHING VOCABULARY FOR YOUNG LEARNERS: A STUDY OF
STUDENTS' VOCABULARY MASTERY IN THE THIRD GRADE
OF SD ALAM PACITAN**

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TEACHING VOCABULARY FOR YOUNG LEARNERS: A STUDY OF STUDENTS' VOCABULARY MASTERY IN THE THIRD GRADE OF SD ALAM PACITAN

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Abstract: The purposes of this research are finding students' vocabulary mastery, factors affecting students' vocabulary mastery, parental involvement in enriching students' vocabulary mastery in third grade of SD Alam Pacitan academic year 2019/2020. The researchers used descriptive quantitative research design. The data were gathered from students' test of third grade SD Alam Pacitan. The researchers conducted observations, test, interview and documentation to collect the data. The researchers also gave questionnaires. This research was done at February 2020-April 2020. The results showed that there are two (13%) students got score 100 (excellent), seven (44%) students got score 90-99 (very good), five (32%) students got score 80-89 (good), and two (13%) students got score 70-79 (poor). The factors affecting students' vocabulary mastery in the third grade of SD Alam Pacitan academic year 2019/2020 are students' interest, teaching strategy, and parental involvement. Parental involvement in third grade of SD Alam Pacitan academic year 2019/2020 doing well. Those involvements are giving motivation, as a facilitator, as a model, and as a place to asking a question. This result of this study could be used by teacher to find and explore more strategies or techniques that fun and appropriate for teaching vocabulary. Besides, it gives information for parents about the factors that affect students' vocabulary mastery so that parents can maximizing the parental involvement to enrich students' vocabulary mastery.

Keywords: Parental Involvement, Teaching Vocabulary, Vocabulary, Young Learner

INTRODUCTION

Nowadays the English language is very important and needs to be learned by every people in the world. Learning English would be more effective when starting an early age. Mooney (2000) said that early childhood is more able to collect the information through what they experienced rather than people told to them. The dialog of adults would transfer the information to the children and children able to memorize it. That is why introducing English at an early age is effective to build the English ability of children.

Early childhood has a unique overplus that different from the adult. The uniqueness and strengths found in early childhood are the great potentials that a child has in learning beyond what can be imagined or understood by an adult (Cameron, 2001). Students must master four skills in learning English namely reading, speaking, writing, and listening. Those skills are equally important to build the English ability of students. Besides, there are three components in learning English that is used to support the skills. The components of English usually call as mastery. Those are grammar, pronunciation, and vocabulary. Those factors are equally important when using a language. But vocabulary is the most important. It supports by Wilkins in Alfaki (2015: 1) ... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is a set of a word that is part of a language that use by people to express an idea in written or spoken. People cannot use a language if they do not know the vocabulary.

Vocabulary needs to be introduced as early as possible. Children have a great ability to memorize words than an adult. That is why learning English in elementary school is important. When students mastering English especially vocabulary in elementary school, students would not difficult to enter the next level of education.

Students in elementary school have the characteristic that not easy to learning. Moreover, learning a foreign language. There are some obstacles in teaching vocabulary in elementary school. These obstacles to be a challenge for the teacher to prepare appropriate material, methods, and media for young learners.

Abucay in Mark et al (2015) mention that student's difficulty in learning may be due to some factors such as intellectual factors, learning factors, physical factors, emotional and social factors, mental, environmental, and teacher's personality. It means the level of students' vocabulary mastery not only affect by teacher or school but also many factors.

There is many research that discusses vocabulary mastery such as (Indah, 2017), (Oscarini & Bhakti, 2018), and (Suri, 2012). Those researches which have mentioned focus on implementing strategy, method, or media in teaching vocabulary and find out whether any increase of students' vocabulary mastery after use that strategy, method, or media. On the other hand, this research focuses on the students' vocabulary mastery and factors affecting students' vocabulary mastery. After the

researcher finds the information, the researcher has not been found the research which discusses factors affecting students' vocabulary mastery.

This study aims to know how students' vocabulary mastery is. Besides, English ability especially vocabulary mastery not only the product of a school. There are many aspects that give an effect on students. The objective of this study also to find out factors affecting students' vocabulary mastery in the third grade of SD Alam Pacitan academic year 2019/2020.

RESEARCH METHOD

The researcher used descriptive quantitative research design. The data was collected from the test observation, test, questionnaire, interview, and documentation. The objects of this research are the third grade of SD Alam Pacitan academic year 2019/2020 and their parents. There are seventeen students in the third grade of SD Alam Pacitan but the researcher only uses sixteen students as the object of this research. the student who not includes in the data was students with special needs. This research conduct in the second semester of the academic year 2019/2020 starts from February 2020 until April 2020.

FINDING AND DISCUSSION

Students' Vocabulary Mastery in Third Grade of SD Alam Pacitan Academic year 2019/2020

To know students' vocabulary mastery in the third grade of SD Alam Pacitan, the researcher used to test as one of the techniques in collecting the data. The number of students who followed this test is 16 students. The result of the test was classified into five categories. After doing the test, the researcher analyzed the score of students to know students' vocabulary mastery and classified into four categories. The result of the test as follows:

Table 1: Students' Score

PREDICATE	TOTAL STUDENT	PERCENTAGE
Excellent	2	12,5%
Very Good	7	43,7%

Good	5	31,25%
Poor	2	12,5%
Very Poor	0	0%

From the data in the previous picture, the researcher found that two (12,5%) students got score 100 (excellent), seven (43,7%) students got score 90-99 (very good), five (31,25%) students got score 80-89 (good), and two (12,5%) students got score 70-79 (poor). From the sixteen students, there is no one of the students who get poor predicate or get a score under seventy.

The minimal score in SD Alam Pacitan especially in English subject is 75. It means there are 14 students that got a score over the minimum score, 1 student get the minimum score, and 1 student got a score under the minimum score. It showed that most students got a score over the minimum score. Therefore, the researcher concludes that the students' vocabulary mastery in the third grade of SD Alam Pacitan academic year 2019/2020 is good.

Factors Affecting Vocabulary Mastery in Third Grade of SD Alam Pacitan Academic year 2019/2020

Many factors give an effect on students' achievement. Those effects are not always on the good side surely. Some effects might inhibit and make students got a low score on their achievement. In this research, the researcher found some factors affecting students' vocabulary mastery in the third grade of SD Alam Pacitan academic year 2019/2020. This data got from observation and interviews with teachers and students of the third grade of SD Alam Pacitan academic year 2019/2020. Those factors as follow:

Students' interest

The result of the students' interview showed that 11 students are willing to learn vocabulary and 5 students do not really like to learn vocabulary. "*Agak suka, lebih ke suka soalnya pendek-pendek*" this is an utterance from respondent number ten. He said that he likes to learn vocabulary because the words are short. Most students that be willing to learn vocabulary, their vocabulary mastery is good. While several students that not really like to learn vocabulary, their vocabulary mastery is low.

The interview of students also showed that 75% or 12 students find the meaning of some word at home before their teacher. They find by their self or find help from their parents, brother, or sister. Then, 81,25% or 13 students relearn and memorize

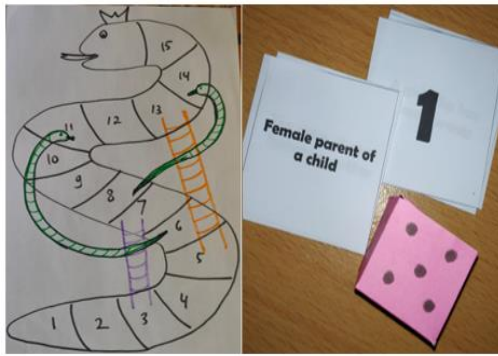
vocabulary they learned in the school at home. Then, the researcher compares those data from the questionnaire with the result of the students' vocabulary mastery test. The researcher found that most students that have a high level of interest in learning vocabulary have a high score in their vocabulary mastery test.

From this interview also, the researcher found that there are some problems with students to learn vocabulary. First, students said that learning vocabulary is difficult. From sixteen students, there are five students said that learning vocabulary is difficult. Second, they are often forgetting the meaning of a word. "*Sering lupa artinya*" this is the utterance from respondent number one. She said that her difficulties in learning vocabulary is often forgetting the meaning of some words. "*Kaya susah membacanya*" (respondent 5) "*Bacanya susah, kadang sulit niruinnya*" (respondent 11) this utterance shows that the difficulties in learning vocabulary number three are they are difficult to pronounce some word. The last is they are lazy or do not like to memorize. It supports by the result of the interview of the respondent number "*Harus ngapalin, nggak suka ngapalin*" The most problem of students in learning vocabulary is lazy to memorize. Almost half of the total students or 40% of students said that the difficulty in learning vocabulary is lazy to memorize. From the result of the interview, the researcher can conclude that students' interest was being factors affecting their vocabulary mastery.

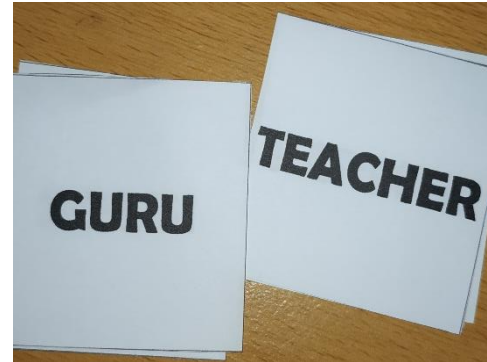
Teaching strategies

One of the third-grade teachers in SD Alam Pacitan said that nowadays the teaching-learning process with the lecture method is not appropriate again. In SD Alam Pacitan, the students train to find out for themselves. The teacher is only as a manager and corrector of the class. The strategies used by the teacher in third grade of SD Alam Pacitan to teach vocabulary are game, song, and video. From the teacher statement, those strategies make students more interested and not bored. It also builds students' motivation to enrich their vocabulary mastery. For example, using games.

The teacher of the third grade of SD Alam Pacitan said that she ever uses flashcards in the teaching-learning process also. It gives a big effect on students' vocabulary mastery.



Picture 1: Flashcard



Picture 2: Flashcard

The previous pictures are the example of a flashcard that use by the teacher in the third grade of SD Alam Pacitan. This media was combined with games to make fun of learning. Those games would make students compete to answer the question that gives by the teacher in the flashcard. Automatically, it builds students' motivation to memorize the word that showed by the teacher. And this strategy also gives effect to enrich students' vocabulary mastery.

Moreover, a teacher in the third grade of SD Alam said that they also use video to teach vocabulary. It is a way to increase students' interest in learning vocabulary. Those videos got from the internet or the teacher make it by themselves.

For example, the video about preposition of place that made by third grade teacher of SD Alam Pacitan. Those videos contain the kind of preposition, the use, and the example. Using this video, students would easy to understand and differentiate the kind of preposition. For example, to differentiate preposition "on" and "in". Using this video students more understand the differences between both prepositions. Besides, the teacher also uses a song to make the student easier to memorize some vocabulary. Those songs often are sung together to remind the vocabulary that was given by their teacher.

Not only that students also train to use English in daily activities at school. From the observation, the researcher found one of the habits of students in SD Alam Pacitan. When students ask for permission to go to the toilet the always use this sentence "Miss/Mr., I want to take a pee". According to the teacher indeed, this habit is applied to build students' vocabulary and train the students to use English.

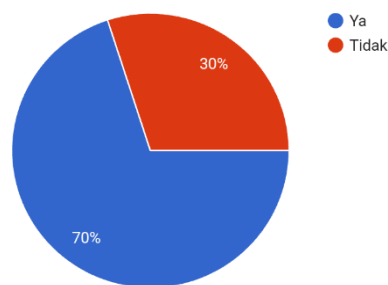
Parental involvement

From the observation, the researcher knows that the English lesson in SD Alam Pacitan only two hours in a week. That time is less to build or enrich students'

vocabulary mastery surely. Moreover, in English lessons teachers not only teach about vocabulary but reading, speaking listening, and writing also.

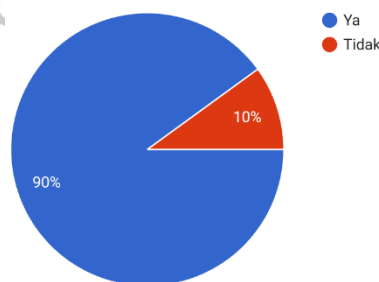
It shows that parents also have a role in enriching students' vocabulary mastery. From the interview, the researcher got data that 60% of students' in third grade of SD Alam Pacitan were taught English by their parents at home. The score of vocabulary mastery test of students that were taught English by their parents at home is over the minimal score.

Parents also have more time to interact with the students. Repeating the vocabulary would make students easier to memorize some words.



Picture 3: Parents' Questionnaire

From the questioner, the researcher found that 70% of parents of the third grade of SD Alam Pacitan give examples or use English in daily activities for example give a command with English and called the name of things in English. Indirectly, it would enrich students' vocabulary. Firstly, students would listen and surely ask the meaning of those words. Then, when those words often use, it would be attached to their memory.



Picture 4: Parents' Questionnaire

The researcher also found that 90% of parents always remind their children to add or memorizing new vocabulary. Besides, 90% of parents also accompanying their child when study. Certainly, it makes the child easier to find help if they did not know

the meaning of some words. Parents also can help to give correction or give an example of how to pronounce the vocabulary correctly.

From those data that showed in the previous paragraph, the researcher draws a conclusion that parental involvement affecting students' vocabulary mastery. Parents have more time together with their children at home. The data in the previous paragraph which compare with the result of students' vocabulary test show that the parents who play a role to teach English at home, their child have a score over the minimum score in their vocabulary test.

The researcher believes that parental involvement and vocabulary mastery have a relationship that influences each other. Parents have a big role in enriching students' vocabulary. For example, prepare a comfortable place for study. When students have a comfortable place to study, they would be enjoying to study especially in memorizing some vocabulary. Another example is giving a book (in the English language/bilingual), telling the story, watch a movie together would enrich students' vocabulary mastery. Therefore, parents are suggested to doing their role as well as they can. Because parents have more time together with their child than the teacher at school. So that parents are expected to teach and accompanying their child when they study at home.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Students' vocabulary mastery in third grade of SD Alam Pacitan academic year 2019/2020 is good. Most of students got score over the minimal score. There are three factors affecting students' vocabulary mastery in the third grade of SD Alam Pacitan academic year 2019/2020. Those factors are students' interest, teaching strategy, and parental involvement. This factor gives effect for the students' vocabulary mastery in third grade of SD Alam Pacitan academic year 2019/2020.

Suggestions

The researcher suggests to parents to play their role as well as they can. Then the researcher suggests to the teacher to find and explore more strategies or techniques that fun for teaching vocabulary. Furthermore, the researcher suggests finding a part which the researcher did not explain about it.

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