ENGLISH TEACHERS' PERCEPTIONS ON USING SITUATIONAL LANGUAGE TEACHING METHOD IN TEACHING VOCABULARY

THESIS

Submitted by

Nurul Aulia Martaputri
NIM. 160203075

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2020 M / 1442 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

Nurul Aulia Martaputri
NIM. 160203075

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,
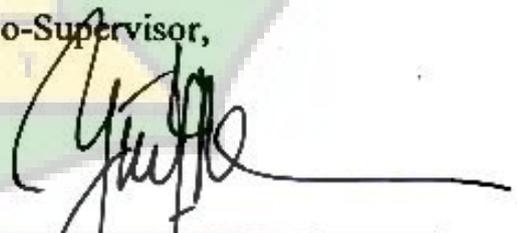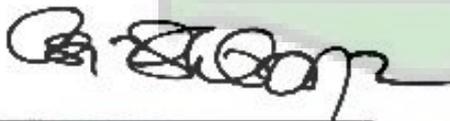
Syarifah Dahliana, M. Ag.,M. Ed.,Ph.D   Yuliar Masna, S.Pd.I., M. TESOL
Date: 6 / 8 / 2020   Date: 5 / 8 / 2020

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Friday, 21 Agustus 2020 M
2 Muharam 1442 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,   Secretary,
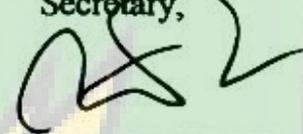
_____   _____
Syarifah Dahliana, M. Ag.,M. Ed.,Ph.D   Ikhwanna Dhivah, S.Pd

Member,   Member,
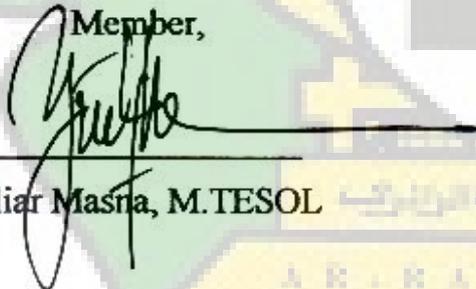
_____   _____
Yuliar Masna, M.TESOL   Rita Hermida, M.Pd

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Nurul Aulia Martaputri

NIM : 160203075

Tempat/tanggal lahir : Meulaboh, 1 November 1998

Alamat : Jl. Nasional Meulaboh – Tapak Tuan km.3,5 Desa Meureubo, Kec. Meureubo. Aceh Barat

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

English Teachers' perceptions on using Situational Language Teaching Method in Teaching Vocabularies

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 4 Agustus 2020
Saya yang membuat surat pernyataan,

Nurul Aulia Martaputri

ACKNOWLEDGEMENT

بِسْــــــمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, praise be to Allah SWT, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King who owns the power over all the creatures, He who always blesses and gives me health, strength and passion to accomplish this thesis. Peace and salutation be upon the beloved prophet Muhammad SAW. who has guided us to the right path with his guidance and taught us the most beneficial knowledge which is really useful for us to be safe and blessed in this worldly life and the hereafter.

First of all, the researcher would like to dedicate the best thanks to my thesis supervisors, Mrs. Syarifah Dahliana, M. Ag., M. Ed.,Ph.D and Mrs. Yuliar Masna, S. Pd., M. TESOL for their valuable guidance, advices, support, kindness, insightful comment, and immense knowledge in completing this thesis. My appreciation also goes out to my academic supervisor, Dr. Syarwan, M.L.I.S. who have given the researcher direction and encouragement useful and helpful for writing this thesis. Also, the researcher want to thank all the lecturers and staff of English Depatrment who have lectured, inspired, and encouraged me during my study in the English Education Department of UIN Ar-Raniry. As well, the researcher grateful to the English teacher of the school where the researcher conducted the research for their cooperation. May Allah make all things easier for you and reward you His heaven.

Second, the researcher owe my deepest thank and my sincere gratitude to my beloved parents Hendrayani & Dra. Nurhadisah, M.A, for the great kindness, endless love, prayers, sacrifice, patience, and everlasting support both financial and moral. Thus, I could study until this current level. Then, to my beloved younger sister Nisa' Urrahmah and my big family who has always supported and motivated me with love. They all are my precious people who make me keep moving forward. May Allah SWT always bestow mercy, health, and blessings in the world and the hereafter.

Last but not least, my appreciation and gratitude address my beloved friends, who always lend me their back listening to my complaints and give their best support. My beloved support system; Cici, Dhiyan, Utari, Rizqa, Mutia, Yuli, Uti and Farhan. My new family of EDSA; Intan, Syifa, Nisrina, Farhah, Aldi, Zoda, Alfa, Ajir, Muha, and Imam. My beloved friends of TEN 2016, EDSA Ar-Raniry, a great family of SMAN 4 Wira Bangsa and My beloved seniors and Juniors.

Finally, the researcher realize that this thesis needs the constructive ideas in order to reduce its weakness. The resarcher hope this thesis gives valuable contribution for both students and lecturers of English Language Education Department of UIN Ar-Raniry Banda Aceh.

Banda Aceh, Agustus 1^{sh} 2020
The Writer,

Nurul Aulia Martaputri

ABSTRACT

Name	: Nurul Aulia Martaputri
NIM	: 160203075
Faculty	: Fakultas Tarbiyah dan Keguruan
Major	: Department of English Language Education
Thesis working title	: English Teachers' perceptions on using Situational Language Teaching Method in Teaching Vocabularies
Main supervisor	: Syarifah Dahliana, M. Ag.,M. Ed.,Ph.D
Co-supervisor	: Yuliar Masna, S.Pd.I., M. TESOL
Keywords	: Teacher' Perception; Situational language teaching method; Teaching Vocabulary

The research was accomplished to explore English teachers' perceptions on using situational language teaching method in teaching vocabularies. This research was completed by using a qualitative approach and the reseacher used purposive sampling technique to collect the data. The aims of this study are to investigate the advantages of using situational language teaching method in teaching vocabularies and to investigate English teachers'challenges of using situational language teaching method in teaching vocabularies The participants were five English teachers who teach English subject at Elementary school in Aceh Barat. The finding of this research showed that the advantages of using this method; include enhancing students' motivation, and creating an effective teaching-learning process. Then, the challenges of using situational language teaching methods in teaching vocabulary are to prepare course material and to deal with students' boredom.

TABLE OF CONTENTS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This part of the chapter describes the reasons for conducting the research. It presents the study's background, research questions, aim of the study, significance of the study, and terminologies elaborated in the following section.

A. Background of Study

In learning English, Vocabulary is a central point in understanding and express ideas. Richard and Renandya (2002, as cited in Fidyati, 2018, p.115) interpret vocabulary as "a core component of language acquisition and is a benchmark of how well a language learner speaks, hears, reads, and writes". In a more complicated way, vocabulary is characterized as the knowledge of words and their meanings. Regarding the 'words', it consists of spoken words and written words (Council of Europe and European Commission, 2000). Spoken words refer to a term that is known and used in listening and speaking, whereas the written word is a word that is known and used in reading and writing. From some definitions of experts above, it can be concluded that the skills to learn a language writing, reading, listening, and speaking depend on the vocabulary ruling.

According to Fidyati (2018), vocabulary is divided into four language competencies: listening, writing, reading, and speaking. A language learner can

generally easily remember the vocabulary in listening and speaking. But it can change the process, especially when teaching foreign languages. In reading, vocabulary may be a first-degree mastery in speaking and listening before vocabulary. So the more people read in a given word, the more you master your vocabulary. At the same time, vocabulary mastery becomes then the most influential factor in understanding readings, as shown in Hayati's (2016) research on the correlation between Indonesian students' vocabulary mastery and their understanding of the text.

Vocabulary is the basis of a language because it becomes a more substantial base in learning English. Moreover, simple vocabulary is the best choice for students (Yopi, 2013). Yopi also stated that an English teacher for the junior high school level plays a significant role in the teaching-learning process. On the other hand, some teachers find many difficulties in teaching vocabulary in junior high school. Usually, the student is challenged to memorize the new words; the time to teach vocabulary is limited because several skills need to be learned in English (listening, speaking, writing, and reading). Also, the teachers must be sure that the students can put the new vocabulary in a proper sentence and express the word in good pronunciation.

Some English teachers still use the traditional method by ordering the students to memorize new vocabularies in Indonesia. Most of them translate the written text in the mother tongue or give the students the list of words with equivalence (Septiana, 2011). Fauziati (2002, as cited in Septiana, 2011) argued that some teachers still implement the traditional method because they believe it

is effective in teaching vocabulary for the student. Learning English for the first time needs interesting methods and strategies to make learning English becomes enjoyable. Many methods can be used in teaching English vocabulary; one of them is the situational teaching method.

According to Richards and Rogers (2001), Situational language teaching embraces an inductive approach to teaching grammar. The sense of words or structure is not to be given in either the native tongue or the target language by definition but is induced by the way the form is used in a situation. Billows (1963, as cited in Richards and Rodgers, 2001) argue that when we give the meaning of a new word, either by a translation into the home language or by an equivalent in the same language, we weaken the idea that the word gives to the mind as soon as we introduce it. The explanation is therefore discouraged, and the learner is expected to deduce the meaning of a particular structure or vocabulary item from the situation in which it is presented. The learner is required to adapt the vocabulary learned in a classroom to non-classroom circumstances. That is how children's language learning is thought to take place, and the same mechanisms are thought to take place in second and foreign language learning (Richards and Rodgers, 2001).

There were several types of research on the Situational Language Teaching issue. The researcher finds the study, entitled "Comparative Study on Teaching Vocabulary using Traditional Method and TPR in SDN Brangkal I Gemolong in 2003/2004 Academic Year", Wulandari (2004) described the comparative result among teaching vocabulary using the traditional method and

TPR. The result of the research was the Total Physical Response make the students' vocabulary mastery higher than the students who were taught using the traditional method. Another research is conducted by Husniati, entitled "Improving The Second Year Students' Vocabulary Through Situational Language Teaching Method At Mts.S Ujung Jampea Pasi'masunggu Timur Kab. Kepulauan Selayar in 2009-2010 Academic Year, who concluded that the students improve their vocabulary achievement through the use of Situational Language Teaching in English nouns, English verbs, and English adjectives.

Regarding the previous research, many methods can be used in teaching vocabulary, but the researcher only focuses on the Situational Language Teaching method in teaching vocabulary. The researcher wants to investigate the perception of English teachers who have used situational language teaching in teaching vocabulary. This method is usually used to attract young learners to learn vocabulary, and therefore, researchers conduct this research on elementary school teachers who use this method.

B. Research Question

Based on the background of this study, the researcher formulates the research question as follows:

1. How do English teachers' perceive the advantages of using Situational Language Teaching Method in Teaching Vocabularies?

2. How do English teachers' perceive the challenges of using Situational Language Teaching Method in Teaching Vocabularies?

C. The Aims of Study

In line with research question, the pusposes of this study are :

1. To investigate the advantages of using Situational Language Teaching Method in Teaching Vocabularies.

2. To investigate English teachers's challenges of using Situational Language Teaching Method in Teaching Vocabularies.

D. Significance of Study

The researcher expected Situational Language Teaching Method can be one of the methods that will be used by the teachers in terms of teaching English vocabulary and solve the problem of the students' difficulties in memorizing the meaning of vocabulary then it will make the learning process in the classroom will be more exciting and active for students.

For students, this research is expected to provide new insights for them in learning English using the exciting and interesting method, which is Situational Language Teaching, then they will be able to increase their vocabulary mastery.

E. Terminology

To avoid ambiguous meaning of some terms in this research, the researcher will present the explanation of terms.

1. *English Teachers' Perceptions*

Teachers' perceptions or beliefs are also seen as an important element in promoting good teaching. Perception itself is defined as the process of individual thinking, opinion, and understanding towards an object or a subject based on their experience (Demuth, 2013). So, Teacher perceptions are about why teachers apply specific teaching methods, what they know about teaching methods and the nature of the role of teachers. The perception of English teachers is defined as how they conceptualize professional development as the need to be a good teacher. According to Kim and Hatton (2008), teacher perception is the teaching assumption of teachers –learning from experience and action today, as well as teaching ideas or conceptual thinking. In this research, English teachers' perception refers to the teachers' opinion of using situational language teaching methods in teaching vocabulary in the classroom.

2. *Situational Language Teaching*

Situational Language Teaching is a process developed in the 1930s through the 1960s by British applied linguists. Situational language teaching focused on the systemic view of language. Both speech and structure were seen as the basis of language and, in particular, speaking skills (Septiana, 2011).

The goal of situational language teaching is to teach a practical command of the four basics of language. But across the structure, the skills are approached. Precision in pronunciation and grammar is considered crucial, and errors should be avoided at all costs.

3. *Teaching Vocabulary*

According to Richards (2002, as cited in Nunik, 2012, p.255), "Vocabulary is a key component of language skills and provides most of the foundation for how well learners speak, listen, read and write". Vocabulary refers to the vocabulary we need to use to effectively communicate. According to Nam (2010), vocabulary helps students develop the four language skills, such as listening, speaking, reading, and writing. The teaching of vocabulary with effective methods thus plays an essential role in the acquisition of foreign languages. In this research, teaching vocabulary refers to teaching English words using the situational language teaching method in elementary school.
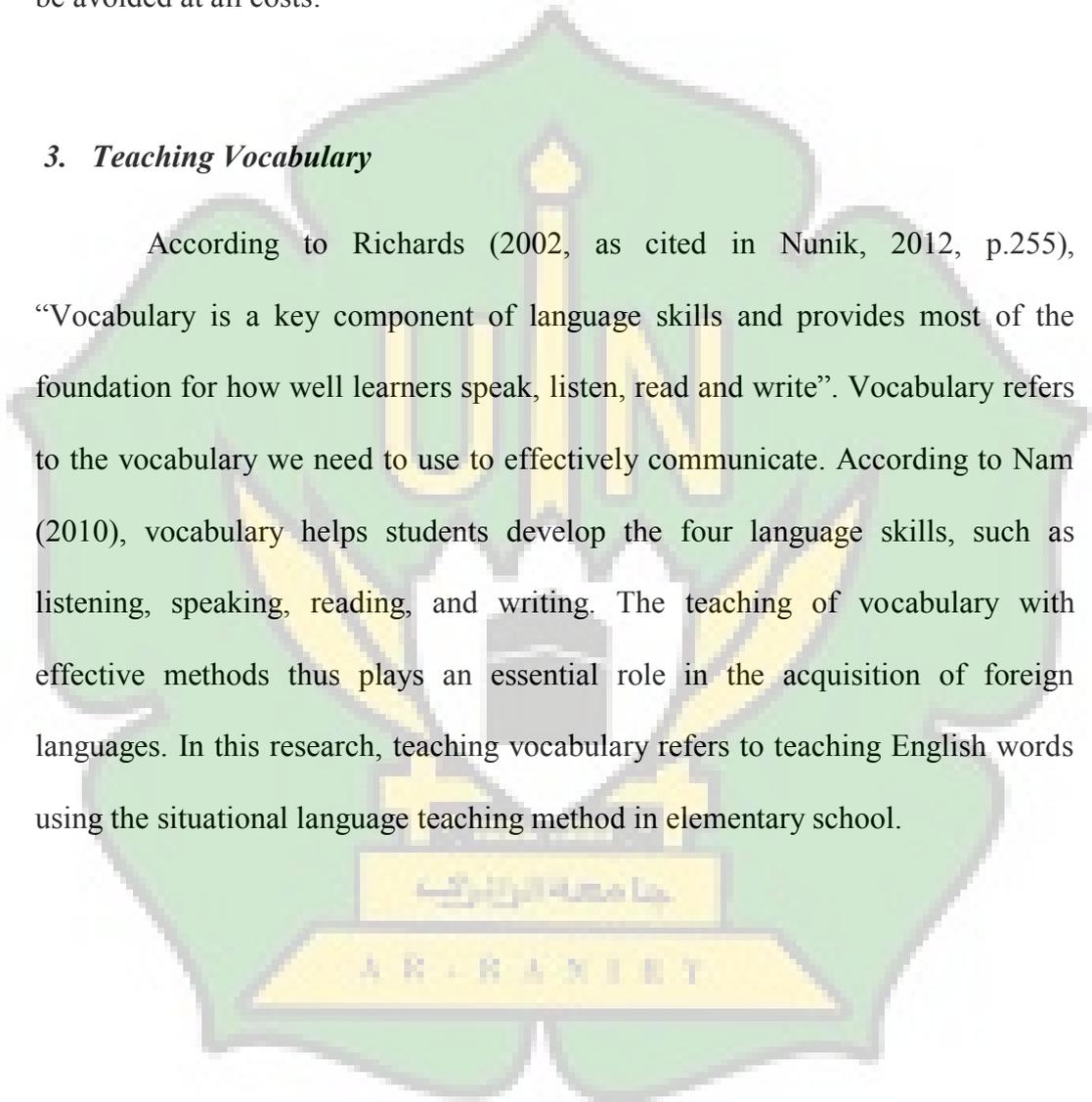
CHAPTER II

LITERATURE REVIEW

This chapter discussed a literature review of some important theories which based on the need for research that covered by three aspects; Methods in language teaching, situational language teahing and teaching vocabulary. In the following section, each aspect will be elaborated and discussed in detail.

A. Methods in Language Teaching

1. Definitions of Methods

The method is central to every language teaching undertaking. In the language teaching profession, many of us use the word, the process, so often and so frequently that we rarely recognize its problematic character. We are hardly aware, for example, of the fact that we use the same word, method, to refer to two separate elements of language teaching: method as suggested by theorists, and method as practiced by teachers (Kumaravadivelu, 2006).

According to Abadia (2013) method is still an ancient term and has also been linked with the pedagogic fossilization attitude. The methods of language teaching that have the most significant effect on the students' lives are those that: demonstrate a balance between theory and practice, apply for different languages, and make room for the incorporation of other strategies. It becomes particularly important as the academic level rises, as linguistics have achieved mature status in understanding that multi-modularity is an ideal approach to learning.

2. *Types of Teaching Method*

The teaching method is defined by a collection of values, procedures, or techniques that teachers must follow to achieve the desired learning in their students (Liu & Shi, 2007). The methodology is a systematic and scientific way to teach each subject. This method directs the teacher on how to teach and how effective teaching can be. Knowing the different styles and methods of teaching English is very relevant for teachers. Types of English teaching methods are as follows:

a. The Grammar Translation Method

The Grammar-Translation Method is the oldest method of teaching English, often known as the Classical Method. The Grammar-Translation method dominated the teaching of European and foreign languages from the 1840s through the 1940s. This changed type it is still commonly used today in some parts of the world.

According to Jain and Patel (2008), there are advantages and disadvantages to the grammar-translation method. The Advantage of GTM are; a) When words and phrases are translated into the mother tongue, his understanding of those words becomes very better and quicker. b) In this method, the child associates foreign words with translated words so strong memory bond is created. c) The words and phrases are easily learned and explained if the translation method is used. d) Mother tongue working skills help them understand the grammar of a foreign language. e) This method is very useful in over crowed classes.

The disadvantage of GTM are; a)The Grammar-Translation Method does not include an emphasis on the necessary skills like listening and speaking etc. b) The critical part of spoken language can't be translated. c) In English, there are words, idioms, phrases for which they can not be translated into the mother tongue. d) Language learning means speaking and reading, but translation in the mother tongue prevents students from reading and speaking English. e) Students will not get chances to participate in the unit 's discussion. f) It prevents students from thinking directly in English.

b. The Direct Method

There is one direct rule in the Direct Method: No translation is permitted. The Direct Method derives its name from the fact that meaning is to be expressed explicitly in the target language by the use of explanation and visual aids, without any recourse to the native language of the students (Freeman and Anderson, 2011).

According to Jain and Patel (2008), in the Direct method, there are advantages and disadvantages. The Advantage of Direct Method are; a)This method is called a natural method. b) The pronunciation, accent, intonation, and rhythm are essential for better and effective communication. c) This method is based on Learning by Doing principle. Thus this method is scientific and very effective. d) Learning any language means to speak that language with fluently. e) This method helps learners

to enjoy the language. f) Correct use of grammar and pronunciation was emphasized, and grammar was taught inductively.

The disadvantage of the Direct Methods are; a) The teacher can not perform an action for every sentence or subject matter and show every object. b) This method is not useful in over crowed classes and does not help in the important aspect of language learning, like reading and writing. c) The teacher should be mastered in the subject if this method used in the class.

c. The Total Physical Response Method

Total Physical Response (TPR) is a method of teaching a foreign or second language (target language) through a set of commands that students respond to with physical activity. It was established in the late 1960s by James Asher, a psychology professor, and is still considered and used as a valuable linguistic resource in teaching a target language, especially in the initial stages of instruction. It blends language and motion, making the learning of the language more intuitive and unforgettable (Savic, 2014).

According to Sophaktra (2009) Using TPR method in teaching English to children is a lot of fun and enjoyable, doesn't require much planning or content, is very good for teens, and young learners are ideal for kinesthetic learners to be involved in the classroom, is memorable for students to remember whole phrases and terms, and works well with mixed-capacity classes. However, this method has adverse effects; It is

challenging to apply for the student that lazy to move, and when teachers use this method, students will not focus if they are not comfortable with this method, which is too much movement.

d. The Situational Language Teaching Method

According to Jain and Patel (2008), The method was based on the language's conceptual view. In this method, speech is emphasized as the language foundation and structure are very important to the growth of speaking skills. The direct connection between speech and expression exists in this process. In meaningful situations, these methods imply addressing various frameworks. Learners should know the situation where multiple mechanisms are used to communicate a message or to transmit ideas. The advantages of the SLT method are; a) This method is very useful in teaching a foreign language. Through structural items and creating situations, the subject matter can be explained easily. b) With the help of a situation, the students can understand effectively and master the structure effectively and have a strong impression in their minds. c)It helps introduce the vocabulary using the rear, including abstract vocabulary, and the planned situation.

The disadvantages of the SLT method are; a) It is only useful to lower class. This method does not benefit Higher Class students. This method can only teach a few selected items, not all the language items. b) This approach, such as prose, poetry, rapid readers, and compositional

elements, can not be taught. The method will only help intelligent and talented students, not average students.

B. **Situational Language Teaching**

1. *Definition of Situational Language Teaching*

Situational language teaching is based on an analytical understanding of behavioral patterns. This method set down a collection of guiding methodological principles based on the idea of behavioral stimulus and response and secondly on the premise that second language learning would embody and mimic the perceived process of learning the mother tongue. Richards & Rogers (1986, as cited in Lišková, 2017) stated that :

> "The origins of this approach began with the work of British applied linguists within the 1920s and 1930s. Two of the leaders during this movement were Harold Palmer and A. S. Hornby, two of the foremost prominent figures in British twentieth-century teaching. Both were acquainted with the work of such linguists as a linguistic scientist, Daniel Jones, and also the Direct Method. They attempted to develop a more scientific foundation for an oral approach to teaching English than was evidenced within the Direct Method. The result was a scientific study of the principles and procedures that might be applied to the choice and organization of the content of a language course".

Situational Language Teaching Approach is a way of enabling language learning by creating an accurate and practical scenario. Jin-e li (2019) states that "Situational Language Teaching takes a step further with the Direct Method concept of presentation and practice using objects, pictures, and examples, rendering presentation and practice in a single coherent 'scenario' whenever possible" (p.3). However, it should be noted that circumstances in this sense differ

from the actual contextual use of language in the contemporary sense, where contextualization is supposed to be the practical use of language for real communicative purposes.

In Situational Language Teaching, a language should be practical in teaching situations; all terms and phrases must come from actual or imagined situations. Therefore, the phrase's definition would be related to a situation in which they are used. Thus, even if the classroom atmosphere is small, the teacher can practice pretending to be from an out-of-class situation picked up.

2. Designing Task of Situational Language teaching Classroom

Before teaching in the class, the teacher must design task Situational Language teaching consisting of objectives and syllabus.

a) Objectives

Richards and Rodgers (2001, as cited in Pittman, 1963) mentioned that the objective of the Situational Language Teaching Method is to teach the practical mastery of four necessary language skills, the purposes of which are shared with most language teaching methods. But the skills are being approached through the structure. Accuracy in pronunciation and grammar is considered crucial, and errors should be avoided at all costs. But, this study is different because the researcher focused on vocabulary.

b) **_The Syllabus_**

In Situational Language Teaching, the essential teaching of English is a structural syllabus and word list. A structured syllabus is a list of basic structures and sentence patterns in English, organized according to their order of presentation (Richards and Rodgers, 2001). For situational language instruction, concepts are often taught inside sentences, and vocabulary is chosen according to how well sentence patterns can be shown. "Our early course will consist of a list of sentence patterns [statement patterns, question patterns, and request or command patterns] . . . will include as many structural words as possible, and sufficient content words to provide us with material upon which to base our language practice" (Frisby, 1957, p.134). Frisby provides an example of the standard systemic syllabus on which the situational teaching was based:

	Sentence pattern	Vocabulary
1st lesson	This is . . .	book, pencil, ruler,
	That is . . .	desk
2nd lesson	These are . . .	chair, picture, door,
	Those are . . .	window
3rd lesson	Is this . . .? Yes it is.	Watch, box, pen,
	Is that . . . ? Yes it is.	Blackboard

Overall, the practice techniques used consist of guided repetition and replacement activities, including chorus repetition, dictation, drilling, and reading and writing tasks based on the oral. Since teaching a foreign language enables learners to use it, it must be heard, spoken, read, and written in appropriate

situations. Situational language teaching depends on the need to use language in effective situation-based practices.

3. **The Role of Situational Language Teaching**

In the situational language teaching method there is the role of Situational Language Teaching, which this role serves to support the passage of this method in the classroom, this role also consists of learner roles, teacher roles, and the role of instructional materials.

a) **Learner roles**

The learner must listen and repeat what the teacher says throughout the learning process, and respond to questions or commands. The learner has little influence over the learning material and is therefore considered likely to succumb to inappropriate habits unless the teacher manipulates them expertly. Students are given more chances to use the language in less regulated situations during the lesson's practice process, but the teacher is still searching for grammatical and structural errors (Riani, 2013).

b) **Teacher roles**

Hussain and Sajid (2020) stated that there are several roles of the teacher, which include:

1. The approach leads to triple operation for a teacher, sets the stage for a new structure, introducing the structure of the model, and finally, drilling and rectification.

2. The teacher strictly controls pronunciation, grammar, and structural errors during drilling.

3. The teacher is highly demonstrative using various teaching aids such as wall charts, flashcards, posters, photos, stick figures, etc.

4. The teacher should have mastery of the prescribed textbook.

5. The teacher is a manager of the classroom, as an orchestral music director.

6. Sets the pace of the lesson; skillfully manipulates the situation to correct the sentences of the learners.

To conclude from the theories above, the teachers must have several roles and apply them in class so that the situational language teaching method runs well.

c) ***The role of instructional materials***

The teaching of situational language is based on both a textbook and visual aids. The textbook includes strictly structured lessons that are designed around different grammar structures. The teacher may produce visual aids or make them commercially; they consist of wall charts, flashcards, images, stick figures, etc. A critical aspect of Situational Language Teaching, hence the textbook's importance, is the visual dimension and a carefully graded grammatical syllabus. Nevertheless, the textbook can be used in theory only as a guide to the learning process. The teacher is supposed to be his textbook master (Pittman (1963, as cited in Richards and Rodgers, 2001)).

4. *Procedure of Situational Language Teaching*

Classroom procedures in Situational Language Teaching differ by class level. Still, procedures at any level are intended to switch from regulated to freer formal practice and from oral use of sentence patterns to automatic use of speaking, reading, and writing (Richards and Rodgers, 2001, p.46). According to Jayalaskhmi And Peruvalluthi (2018) Some activities to follow this method:

1. Listening practice in which the instructor explicitly gets his student's attention and repeating and explaining patterns or a word in isolation often means maybe saying it at least once gradually.

2. Choral imitation in which students often repeat what the teacher has said together or in large groups.

3. Own imitation in which many individual students are asked by the teacher to repeat the pattern he has provided to check their pronunciation.

4. Isolation, where the teacher isolates sound words or sets of concepts that create problems and go through techniques.

5. Substitution drilling, where the teacher uses cue words such as words, images, number names, etc. to get individual students to match the new pattern examples.

6. Question answer drilling, where the teacher gets one student to ask a question and another to respond before most students in the class have practiced asking and answering the new question form.

It can be concluded that the class procedure in Situational Language Teaching differs according to grade level. Still, the process at any level is intended to shift from more formal practice and from the use of verbal sentence patterns to the use of speaking, reading, and writing automatically. Then some activities following this method are listening exercises, choir imitation, own imitation, isolation, substitution drilling, and question answering exercises.

C. Teaching Vocabulary

According to Alqahtani (2015), Vocabulary teaching is a crucial factor in learning a language, as languages are built on words. Learning a language without words is almost impossible, but words are the foundation of contact between humans. Recent research suggests that teaching vocabulary may be problematic because many teachers do not have faith in best practice in vocabulary teaching and often do not know where to start learning words (Berne & Blachowicz, 2008). Both teachers and students agree that vocabulary acquisition is a central factor in language teaching (Walters, 2004). Teaching vocabulary is considered one of the aspects of teaching English as a foreign language that has been addressed most. When the cycle of teaching and learning occurs, the teachers will face problems. They have issues with how to prepare the students to produce satisfactory results. The teachers should be concerned that teaching vocabulary is unique and distinct from the native language.

1. *The Definition of Vocabulary*

Vocabulary has become so essential that it's now the most critical part of any foreign language learning. Vocabulary is necessary because it has meaning to it. The importance of vocabulary in studying a foreign language is recognized in this day and age, and it is acknowledged as the most significant aspect of communication. Richards and Renandya (2001, as cited in Asyiah, 2017) believe that vocabulary plays a crucial role in learning a foreign language and language skills that can affect how well learners speak, listen, read, and write.

Brown (2001, as cited in Utami, 2014) Emphasizes the importance of vocabulary to communication by asserting that discussion at the survival level can take place quite intelligently when people string words together – without applying any grammatical rules. In this sense, vocabulary is considered to be one of the key factors that give a great deal of influence on people's communication. Vocabulary should, therefore, ideally, be seen as an essential aspect of language learning.

Vocabulary is the number of words in a language; all the words known to a person or used in a specific book, subject, etc., a list of words with their meaning, especially those that accompany a textbook. Due to these definitions, vocabulary is the first item to be mastered by English learners to learn English well besides the other English components and skills.

2. *Technique in Teaching Vocabulary*

The teacher should not be giving it word by word separately when teaching vocabulary. It will let students know the words just how they don't understand how to apply the words, whether spoken or written in sentences or paragraphs (Dewi, 2011). Teaching vocabulary isn't easy to produce. Many people believe vocabulary teaching is just wasting time because vocabulary is limitless. In the first place, English teachers had better teach English vocabulary than any other aspect of the language, such as grammar, speaking, reading, and writing. When students know more words than learning, another part of the English language would be simple.

According to Hornby (1995, as cited in Nunuk, 2012), teaching is described as teaching someone's knowledge, skills, etc. Based on that definition, vocabulary teaching is an activity in which the instructor provides the students with knowledge of vocabulary and how to use it in everyday life. Commonly, the teaching of vocabulary includes many techniques. However, there are a few things that most English teachers need to consider if they want to introduce new vocabulary to their students.Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992, as cited in Ulfa,2018). They are:

a) Using Object

The use of this technique involves the use of real, visual, and demonstration aids. The function of this technique is to help learners remember vocabulary

better because our memory of objects and images is very reliable, and visual techniques can act as a reminder of words.

b) Drawing

In this technique, the object can either be drawn on the blackboard or drawn on flashcards. The letter can be used again and again in different contexts when it is made of cards and covered in plastic. They can help young learners easily understand and realize the main point that they have learned in the classroom.

c) Using Illustrations and Pictures

Pictures connect students ' prior knowledge to a news story, and in a process that can help them learn some new words. There is a lot of vocabulary that can be introduced using illustrations or pictures. The pictures include posters, flashcards, wall charts, magazines, pictures, board drawings, stick figures, and photographs.

d) Contrast

These words are demonstrated to the learners easily by comparing them with the opposite; for example, the word "good" compared to the word "bad." But there are not some words. It is almost impossible to contrast words, the opposite of which is gradable. When the word "white" is contrasted with the word "black," there is the word "grey" in between. In addition, the verb "contrast" means showing a difference, like photos that show how much weight someone has lost by contrasting the "before" and "after" shots.

e) Enumeration

An enumeration is a collection of items that represents a complete, ordered list of all items in that collection. It can be used to convey meaning. This method helps in other words, when every phrase is hard to describe visually. We may say "clothes" by enumerating or mentioning different things and describing this. Teacher may list a variety of garments, such as address, shirt, pants, etc., and then the meaning of the word "clothes" is apparent.

f) Mime, Expressions and Gestures

Klippel (1994, as cited in Ulfa, 2018) implies that Mime or gesture is helpful if the importance of gestures and facial expressions in communication is stressed. It can mostly be used to indicate the meaning of a word found in the reading passage and speaking activity as it mainly emphasizes communication. Mime, gestures, and phrases can present most terms. Adjectives, for example: sad, happy, mime and take a hat off your head to teach hat and so on.

g) Guessing from Context

In this technique, some types include context with the text are morphological, semantic, and syntactic information in a specific text. Then, the general context includes or non-textual context, which is the background knowledge the reader has about the subject being read. Furthermore, this approach allows learners to take chances and infer the meaning of words they do not know as much as possible.

h) Eliciting

In this technique, it is more motivating and memorable by simply giving pupils a list of words to learn.

i) Translation

While translation doesn't create a desire or encouragement for learners to consider meaning in terms of words. But, in some situations translation might be useful for the teacher, like when coping with incidental vocabulary, checking students' comprehension, and saying similarities or differences between first and second language .

From some of the teaching vocabulary techniques mentioned above, there are several techniques used in situational language teaching methods. It can be concluded that there are three techniques used in teaching vocabulary, such as using object methods, using illustrations and pictures, and eliciting.

3. **Difficulties in Vocabulary Learning**

Vocabulary learning is an important part of learning a language. The more vocabulary students learn, students will be able to grasp what they are hearing and reading, and the more they will express what they want when speaking or writing. According to Thornbury (2002), lists some factor affecting the difficulty of words, they are:

a) Pronunciation

Research shows that words that are hard to pronounce are easier to understand. Usually, potentially challenging words would be those that include sounds foreign to certain classes of learners – such as locals and lorries for Japanese speakers. Most learners often find the language of consonant clusters, such as power or breakfast, problematic.

b) Spelling

Sound-spelling mismatches are likely to cause mistakes, either pronunciation or spelling, which may add to the complexity of a word. Although most English spelling is reasonably law-abiding, some gross irregularities are still present. Especially problematic are words that contain silent letters: foreign, listen, bored, honest, muscle, etc.

c) Length and Complexity

Long words do not seem any easier to understand than short ones. But high-frequency words appear to be quick in English as a rule of thumb, and so the learner is likely to reach them more often, a factor that favors their learning ability. Often variable stress can add to their difficulty in polysyllabic words – like the necessary, necessity, and necessarily in word families.

d) Grammar

The grammar associated with the word is also problematic, especially if this varies from that of its counterpart, L1. For example, Spanish English learners seem to believe that explaining follows the same pattern as both

Spanish explainer and English tell, and they say that he explained the lesson to me. Remembering whether an infinitive (to swim) or a – ing from (swimming) follows a verb like enjoy, love, or hope can add to its difficulty. And phrasal verb grammar is especially troubling: some phrasal verbs are separable (she looked at the word up), but others are not (she looked after the children).

e) Meaning

When two words differ in meaning, they are likely to be confused by learners. Make and do is a case in point: you are having breakfast and making an appointment, but you are doing the housework and doing a questionnaire. Terms with several definitions can also be problematic for learners, such as since and even. They can be hesitant to consider a second, entirely different meaning after learning one meaning of the word. Unfamiliar concepts can complicate the learning of a term. Therefore, culture-specific things such as terms and phrases relevant to the game cricket (a sticky wicket, a good inning) would seem very obscure to most learners and are unlikely to be easily understood.

f) Range, Connotation, and Idiomaticity

Terms that can be used in a wide range of contexts are generally seen as more comfortable than their narrower-ranging synonyms. Bringing is; therefore, a rather wide-ranging verb compared to imposing, position, placing, etc.

From some factors of difficulties in vocabulary learning that has been mentioned above, several factors affect situational language teaching methods in learning vocabularies, such as pronunciation, spelling, and grammar.

Furthermore, from the theories above, there are some advantages and challenges of using the situational language teaching method in teaching vocabulary. All these theories will be a basis for this research to design the interview questions and analyze the findings.
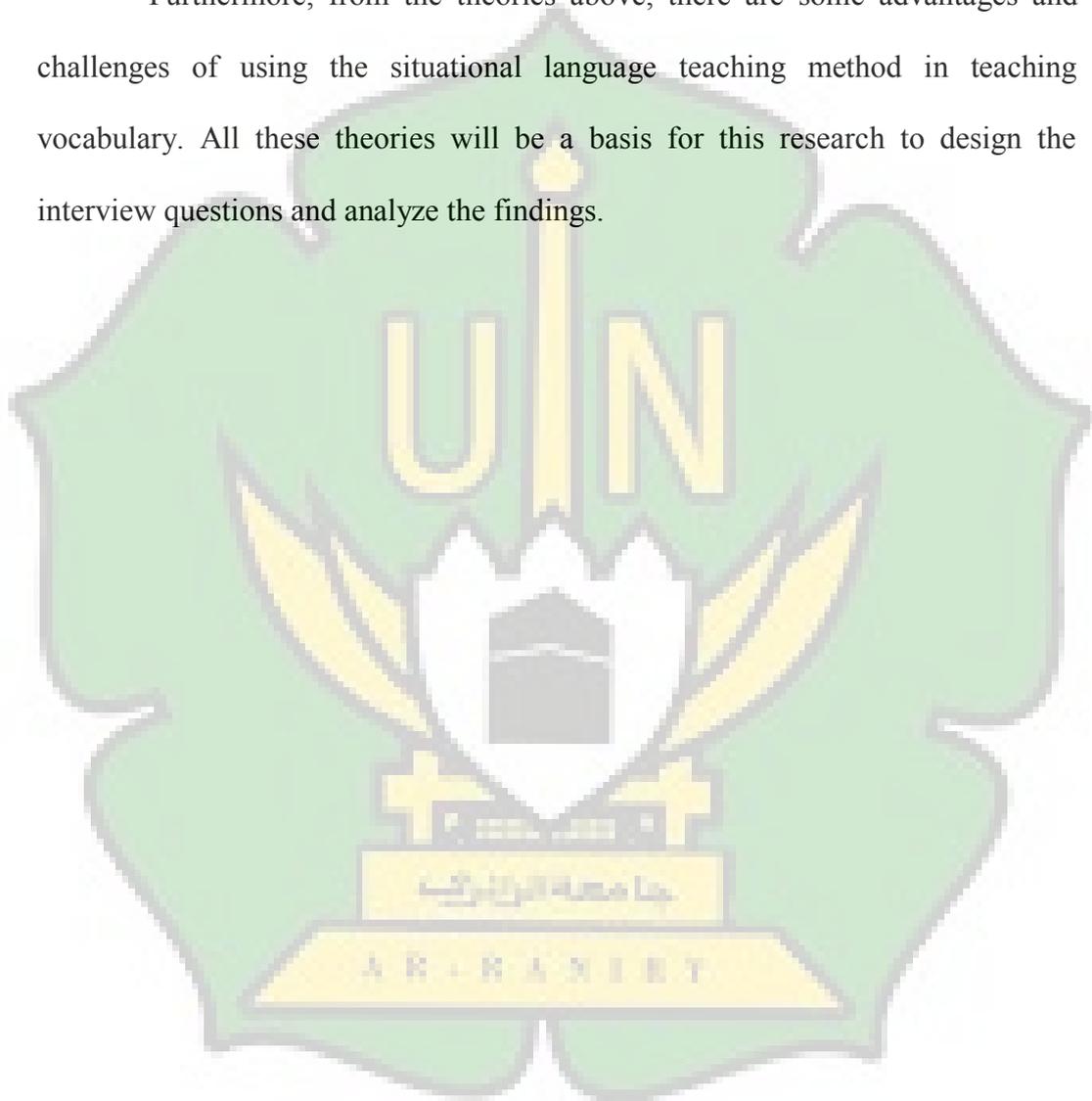
CHAPTER III

RESEARCH METHODOLOGY

This chapter is designed to present the research methodology that consists of research design, research participants, data collection method, and data analysis method.

A. Research Design

Creswell (2009) states that Research design can be defined as plans and procedures which the researcher can use with complete data collection and analysis methods. Based on the research questions, the approach which is used in this study is qualitative research. The qualitative method has a reliable quality to provide elaborate textual descriptions of how people experience a specific research issue. This research approach is used to provide a better understanding of the research problem. Mohajan (2018) defines that "qualitative research is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals" (p.2).

B. Research Participants

According to Taherdoost (2016), the whole set of cases from which a researcher's sample is drawn is called the population. Since the researchers do not have the time or resources to analyze the entire population, they use sampling

techniques to reduce the number of cases. The population of this study is teachers who teach English subject at Elementary school located in Johan Pahlawan sub-district.

Meanwhile, a sample is a part of a population or a universe (Tailor, 2005). The population does not automatically imply a massive number of people (Walliman, 2001). This may also apply to the total number of things or cases that are the focus of our study. The researcher used purposive sampling in this study to obtain the sample. The purposive sampling technique is the intentional choice of the participant based on the qualities possessed by the participant. This is a non-random technique that does not involve underlying theories or a fixed number of participants. Simple terms, the researcher decides what needs to be learned and sets out to find people who can provide information based on expertise or experience (Bernard, 2002).

The researcher also defined a particular characteristic in the collection of the sample for this study. First, the sample must be the teachers who teach English subjects at Elementary school. Second, the sample is the teachers who have used the situational language teaching method in teaching vocab. Thus, The researcher took five teachers to be participants because of the characteristics of what the researcher needs.

C. Data Collection Method

In gaining data in this research, the researcher used the interview method to obtain deep information. Kajornboon (2005) states that "Interview is a way for participants to get involved and talk about their views and discuss their perceptions and interpretation in regards to a given situation" (p.2). This study used a semi-structured interview for about 30 minutes to find the problem deeply. Edwards and Holland (2013) also mentioned that a semi-structured interview is the major form of a qualitative interview. In a semi-structured interview, the researcher has prepared a list of questions of topics that the researcher wants to cover in the interview process. In this study, the researcher listed ten questions to obtain data about English teachers' perceptions of using situational language teaching methods in teaching vocabulary.

D. Data Analysis Method

The data were analyzed using qualitative analysis. A detailed overview of the perceptions of teachers was included in the data analysis. The researcher has been able to use many approaches to interpret the data better, one of them being thematic analysis. Braun & Clarke (2006, p. 6) States that "Thematic analysis is a technique that is often used for data pattern identification, analysis, and reporting." Here, the data from interviews obtained by the researcher were transcribed and then interpreted by thematic analysis.

In this qualitative research, the result of data collection was analyzed into

several steps referring to Creswell (2012), those steps are: first, Organizing and preparing the data, in this part the interviewees' raw data was compiled and transcribed into words, then field notes were typed in. Finally, the data is correctly sorted and organized into different forms.

Second, reading through all data to obtain general information, the data that was written and transcribed was read several times to get acquainted with the data. Some general sense of knowledge was given to the data, including general thoughts on what participants are being told. After that, the knowledge was coded into different classes.

Third, Coding the data into several categories, the researcher used open coding to analyses the data. Gallicano (2013) states that open coding is an empirical method to categorize text data. Also, data marked the concepts, identified, and established categories based on their purposes. Fourth, looking for patterns and themes, in this step, the codes were interpreted, and they were thematically developed. Comparing the observations with the details from the hypotheses will explain this.

Fifth, representing, and reporting findings. Here, the themes of data were described narratively. Sixth, Interpreting and discussing the meaning of the findings. The final step of qualitative data analysis was to analyze and address the results. Besides, the current literature hypothesis was also explored to obtain more detailed finding evidence.

CHAPTER IV

FINDING AND DISCUSSION

The purpose of this study is to find out English teachers' perceptions of using the situational language teaching method in teaching vocabulary. To identify teachers' perceptions of the advantages and the challenges of using the situational language teaching method in teaching vocabularies, a semi-structured interview was conducted. There were five participants in this study. The findings displayed are based on the data obtained from the interview and organized based on the research questions' themes and significance.

A. The Analysis of Data

The result of this research is based on the data from the interview. The participants of the interviews were five English teachers who have been teaching English subjects in Elementary School. The participants responded to ten questions that led to their perceptions of the advantages and the challenges of using situational language teaching. The five participants were marked as teacher 1, teacher 2, teacher 3, teacher 4, and teacher 5.

In this research, a coding investigation was implemented to extract the information from the participants' responses. This affirmed the appropriateness of the things for each element of the theoretical structure of the instrument. All the responses were coded and categorized under the themes. After going through some processes, the researcher gained several findings that were composed into

two main points based on the research questions. The first point is the advantages of using the situational language teaching method, which consists of enhancing students' motivation in learning vocabulary and creating an effective teaching-learning process. The second point is the challenges of using the situational language teaching method, which consists of the teachers' preparation in applying SLT, and their deal with students' boredom.

1. *The advantages of using Situational Language Teaching Method in Teaching Vocabulary*

Based on the answers that were given by all participants in the interview, almost all of the participants had similar perceptions and only had slightly different perceptions. Based on the interview responses, there are some advantages of using the situational language teaching method, as perceived by teachers. These benefits include; enhancing students' motivation to learn vocabulary and creating an effective teaching-learning process.

a. *Enhancing students' motivation to learn vocabulary*

The results showed that all participants agreed that situational language teaching method makes teachers easier to enhance students' motivation in learning vocabulary. As Teacher-2 said :

> "*Yes, because we teach and talk directly, and it builds communication between the children and me. So the vocabulary that I teach looks tangible, and the pronunciation is clear, and it makes children better understand and can increase their motivation in learning vocabulary.*"[ES]

Teacher-4 also has the same way **:**

> *"Yes, in my opinion, this method is indeed easier to increase student motivation. Because with the practice of this method, we present new vocabulary and new grammar through oral practice so that students repeat themselves, so students are motivated to memorize this vocabulary especially when their friends have memorized everything. And I always try to repeat the vocabulary that I have taught."[RK]*

Furthermore, teacher-4 also mentioned the same thing:

> *"The strength that I found, many students are motivated to collect and memorize new vocabulary. Because when they can say one word as if they want to repeat it continuously. That way, they hope to be able to speak English well, so with that, they memorize new vocabulary. That's the advantage."[RK]*

From the teachers' explanation above, the situational language teaching method can make it easier for teachers to increase student motivation because it can build direct communication with students.

b. *Creating an Effective teaching-learning process*

Regarding the use of situational language teaching methods in teaching vocabularies, all participants responded that they had used the method when they teach in the classroom, and they argued that this method is effective to apply.

As teacher-2 said:

> *"Yes, it is good, effective to apply because I have already used it to children if directly, the approach is easier to understand and easy to apply in the classroom. Because also face to face so can see directly when there is an object, which can not be seen that is difficult to understand."[ES]*

Furthermore, the other teacher-3 has the same arguments :

"In my opinion, this method is very effective to apply in the classroom so that students more easily understand the lesson. So by using this method of situational language teaching, students more easily absorb and understand the learning we teach."[AK]

Similarly, teacher-1 argued :

"Yes, because this method is suitable for teaching vocab to students to *be able to speak appropriately and directly practised by making sentences, then this method is also easy for students to understand."[LN]*

As teachers 5 argued :

"Of course. Because the teacher creates a situation that suits the learning material so that it is easier for students to learn new vocabulary."[IH]

When teaching vocabulary with SLT method, it can be easy for the student to recognize the words with their pronunciation and makes students easily memorize them. Also, this method is very suitable for teaching vocabulary because it applies a repetition method that can make students more comfortable to remember. Therefore, this method is very effective to be applied in class to learn vocabulary.

2. The challenges of using Situational Language Teaching Method in Teaching Vocabulary

In this study, to analyze the challenges in using situational language teaching methods in teaching vocabulary, the participants were asked about the difficulties they found and faced using this method in their classrooms. Based on

what the participants said, there were not many challenges faced by teachers in using situational language teaching methods; preparation in applying situational language teaching methods and dealing with students' boredom are two challenges noted.

a. Teachers' preparation in applying SLT

The results showed that one of the difficulties found by participants in using the situational language teaching method was when the teacher prepared materials to be applied in class, such as carrying objects to be taught directly, taking flash-cards or pictures that support the vocabulary to be taught.

In this case, teacher 2 said :

> *"The way I prepare the class, yes, before I prepare what material I want to teach and bring the object directly or the relevant picture then shows it to the children."[ES]*

In addition, Teacher 3 said :

> *.... "when I had a teaching schedule, I usually downloaded the flashcard on Google and printed the flashcard in preparation for teaching materials. Because if we use the situational language teaching method without flashcards or materials, it's a bit more challenging to teach. Because we have to show and show first to students, then we say the pronunciation so that students more easily understand the vocabulary."[AK]*

From the statement above, it could be inferred that preparation in using the situational language teaching method is a challenge that will be faced by the teacher. Teachers must prepare course material before teaching in class. The purpose of this preparation is that the teacher is ready to teach, and students will easily understand the material.

b. *Dealing with students boredom*

As stated earlier, by using this method continuously, students may get bored in learning, and the teacher must react by giving other interlude methods such as providing games. As teacher-4 said:

> *"The way I solve that problem is by the way I use the distraction method like using the game method when students are getting bored."[RK]*

In addition, teacher 4 also added:

> *"The way I solve the problem is by mixing other methods or mix methods, such as making vocabulary games that will make it easy for children to remember the words that are taught, so by making games individually or in groups.RK]*

From the statements above, it can be concluded that with this method, the teacher may be able to overcome students' boredom by inserting other methods or by using games. That way, students will not feel bored, and learning can run smoothly.

According to the above responses, the researcher may conclude that teachers face two challenges when using situational language teaching methods in vocabulary teaching. The first is the difficulty for teachers in planning learning material. Second, if this method were used continuously, it would make students bored.

B. Discussion

In this section, the researcher presented a discussion based on the findings of the research. Based on the interview results, the researcher found that the teacher used the situational language teaching method in the classroom to teach vocabulary. The first research question is about "How do English teachers perceive the advantages of using situational language teaching methods in teaching vocabulary? After the data were analyzed, there are some advantages to using the situational language teaching method in teaching vocabulary. The result of the research shows that all of the English teachers at elementary school stated that this method is good for improving students' motivation in vocabulary learning. When the teachers use the SLT method, they can teach and talk directly to build communication with the students. In line with this, Berowa, Ella, and lucas (2019) argue that teachers should expose students to situational activities where students can use various language functions and expressions for effective communication. This is in line with Jain and Patel (2008), stating that this method can introduce vocabulary, including abstract vocabulary, by using the rear and the planned situation.

The second advantage of using the situational language teaching method is that it creates an effective teaching-learning process. It involves repetition vocabulary by the right intonation and inductive approach to the teaching of grammar. Liskova (2014) argues that a significant feature of the SLT is also to teach vocabulary and grammar control. It was the list of the most frequently used vocabulary that is essential for understanding most of the texts. It is supported by

Jain and Patel (2008), who states the method was based on the language's conceptual view. Learners should know the situation where multiple mechanisms are used to communicate a message or to transmit ideas. With the help of the situation, the students can understand effectively. Moreover, Riani (2013) argues that the learner must listen and repeat what the teacher says throughout the learning process and respond to questions or commands. All teachers agreed that the teacher's SLT method was easily implemented while teaching directly in the classroom by constantly repeating vocabulary. It will make it easier for the students to understand the vocabulary taught and make them more likely to remember the vocabulary given.

Furthermore, the second research question asked about "How do English teachers perceive the challenges of using situational language teaching methods in teaching vocabulary? To answer this question, the researcher then classified the topic into two issues, and those were: preparation in applying situational language teaching method and dealing with students' boredom. All of the participants agreed that the use of situational language teaching methods often poses challenges, the challenges that make teachers ready for classroom teaching. The results of the interview show that the teacher always needs to plan teaching materials that are in harmony with this method itself before the day before and long before teaching starts. Richards and Rogers (2001) argue that the essential teaching of English in Situational Language Teaching is a structural syllabus and a word list. A structured syllabus is a list of basic structures and sentence patterns in English organized according to the presentation order.

Jin-e li (2019, p.3) states that "Situational Language Teaching takes a step further with the Direct Method concept of presentation and practice using objects, pictures, and examples, rendering presentation and practice in a single coherent 'scenario' whenever possible." From the interview result, the teacher needs to plan teaching resources such as what content or vocabulary to offer, then items or media such as flashcards, photos, posters, or other artifacts that help the teacher's later learning process. Hussain and Sajid (2020) proved it; they argued that several teacher roles provide means of various teaching aids such as wall charts, flashcards, posters, photos, stick figures, etc.

According to Riani (2013), the learner has little influence over the learning material and is therefore considered likely to succumb to inappropriate habits unless the teacher manipulates them expertly. Also, the interview results show that the teacher has to manage the class properly, and the teacher has to master the class with this approach by skilfully manipulating the situation to improve the learner's sentence. Furthermore, suppose this approach is continuously used. In that case, it will make students feel bored in the learning process so that the teacher must find a way to solve these problems by interspersing this method with other strategies such as playing games. Jain and Patel (2008) stated that this method is useful to lower class only. Higher class students are not benefited by this method. Only a few selected items can be taught through this method, not all language items. From all the interviews, it can be concluded that there is no negative impact on using the situational language teaching method.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher presented the conclusion and recommendations following the finding of the study. This study aimed to investigate the advantages and English teachers' challenges of using the situational language teaching method in teaching vocabularies. The participants in this study included five teachers as an English teacher subject at different elementary schools in Aceh Barat.

A. Conclusions

This research has discussed English teachers' perceptions of using the Situational Language Teaching Method in Teaching Vocabularies. Based on the research findings and discussion in this chapter, the researcher concluded some points. First, one of the advantages of using the situational language teaching method in teaching vocabularies is to increase the motivation of students in vocabulary learning. Also, this method is easily applied by the teachers because it requires students to repeat vocabulary continuously, and it will make it easier for the students to understand the vocabulary taught and make the students more likely to remember the given vocabulary.

Furthermore, teachers faced some challenges in using the situational language teaching method in teaching vocabulary; teachers need a very good preparation in implementing SLT; in using this method, teachers always need to

plan teaching materials that are consistent with this method. Another challenge is the teachers play a role as the class manager and must master the class to manipulate the situation skillfully to improve the learner's sentence. Furthermore, if this approach continues to be used, it will make students feel bored in the learning process, so the teacher must find particular ways to solve the problem.

B. Recommendations

Based on the findings, the researcher will provide several recommendations for teachers and students. The researcher expected Situational Language Teaching Method could be one of the methods that will be used by the teachers in terms of teaching English vocabulary. This method may also solve the problem of the students' difficulties in memorizing the meaning of vocabulary; then it will make the learning process in the classroom will be more exciting and active.

The situational language teaching method is one of the methods that are very easy to apply in class. Due to Covid-19, this research was completed by using the interview as a research instrument. Therefore, future researchers can add other data collection methods, such as experiments, observations, and questionnaires, to gain more data.

REFERENCE

Abadia, M. (2013). *Theory and practice of teaching English II: Approach, method, and technique*. Universidad Latina de Panamá, CEP.

Alqahtani. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education, III*(3), 21 - 34.

Arianto, Y. (2003). *A study on the use of media in teaching vocabulary to young learners*. Muhammadiyah University of Malang.

Asyiah, D. (2017). The vocabulary teaching and vocabulary learning: Perception, strategies, and influences on students' vocabulary mastery. *Jurnal Bahasa Lingua Scientia, 9*(2).

Bernard, H. R. (2002). *Research methods in anthropology: Qualitative and quantitative approaches* (3rd ed.). Walnut Creek, CA: Alta Mira Press.

Berne, J. I., & Blachowicz, C. L. Z. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher, 62*(4), 314 - 323.

Braun, V & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology 3*(2), 77-101. doi: 10.1191/1478088706qp063oa.

Contreras, M. (2011). *The effects of teacher perceptions and expectations in student achievement* (Doctoral dissertation). Retrieved from: http://escholarship.org/uc/item/1b84k07z.

Council of Europe and European Commission (2000). Methodology in Language Teaching T-Kit. Strasbourg Codex: Council of Europe Publishing.

Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Demuth, A. (2013). *Perceptions theories*. Retrieved from https: //www.scribd.com/mobile/document/288341566/Demuth-PerceptionTheories-1-1.

Edwards, R., & Holland, J. (2013). *What is qualitative interviewing*. London: Blommsbury Academic. Retrieved from: http://eprints.ncrm.ac.uk/3276/1/complete_proofs.pdf

Fidyati. (2018). *Improving architecture students' English vocabulary through the use of architectural drawings*. Universitas Malikussaleh, Lhokseumawe, Indonesia.

Hayati, A. (2016). The correlation between Indonesian students' vocabulary mastery and their reading comprehension. *Al-Ta'lim Journal, 23*(2).

Husniati. (2010). *Improving the second year students' vocabulary through situational language teaching method at MTsS Ujung Jampea Pasi'masunggu Timur Kab. Kepulauan Selayar.* (Unpublished bachelor's thesis). Universitas Islam Negeri Alauddin Makassar, Makassar, Indonesia.

Hussain, S., & Sajid, S. (2020). Oral approach and situational language teaching: A short review. *Paripex - Indian Journal of Research, 4*(6), 198.

Jain, P.M., & Patel, M.F. (2008). *English Language Teaching (Methods, Tools & Techniques).* Jaipur: Sunrise Publishers & Distributors.

Jayalaskhmi, D., & Peruvalluthi, V. (2018). *The Oral Approach and Situational Language Teaching.* Pune Research an International Journal in English. 4(3)

Jin-e li. (2019). The Revelation of Situational Language Teaching in English Teaching at Middle Schools. Frontiers in Educational Research, 2(2): 1-17. Retrieved from : https://doi.org/10.25236/FER.033001.

Kajornboon, A. M. (2015).Using interview as research instruments. *E-Journal for Researching Teachers 1*(2).

Kim, C., & Hatton, N. (2008). *Cognitive theory and curriculum application*. London: The British Psychological Society.

Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. New Jersey: Lawrence Erlbaum Associates, Inc.

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques & Principles in Language Teaching.* Oxford : Oxford University Press.

Li, J. (2019). *The revelation of situational language teaching in English teaching at middle schools*. Yunnan College of Foreign Affairs & Foreign Language, Kunming, Yunnan, China.

Liu, Q. X., & Shi, J. F. (2007). Analysis of language teaching approaches and methods: Effectiveness and weakness. *US-China Education Review, 4*(1), 69–71. Retrieved from: ERIC online document ED497389.

Lišková, M. (2017). *Methods and approaches in teaching English at a lower secondary school level*. Retrieved from: https://theses.cz/id/15d3ue/STAG83042.pdf

Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environtment and People, 1*(7), 23-48.

Nam, J. (2010). Linking research and practice: Effective strategies for teaching vocabulary in the ESL classroom. *TESL Canada Journal/Revue TESL Du Canada, 133*(28), 127-135.

Nunik, R. (2012). *Difficulties in english vocabulary learning*. Yogyakarta: State University of Yogyakarta.

Riani, S. L. (2013). *Improving The First Year Students' Speaking Ability Through Oral Approach And Situational Language Teaching.* Makassar: Universitas Islam Negeri Alauddin Makassar.

Richards, J. C., & Rodgers, T. S., (2001). *Approaches and methods in language teaching.* Reino Unido: Cambridge University Press.

Savic, V. M. (2014). *Total Physical Response (Tpr) Activities In Teaching English To Young Learners.* Serbia: University of Kragujevac

Septiana, D. (2011). *The implementation of situational language teaching to teach vocabulary*. IKIP PGRI Malang

Sophaktra, U. (2009). *Total physical respone (TPR)*. Retrieved from : http://www.scribd.com/doc/23194878/Total-physical-Response-TPR.

Srakang, L., & Jansem, A. (2013). A study of teachers' perception toward using English textbooks: A case study of 10th grade English teachers in Maha Sarkham province. *FLIT Conference, 2*(1), 49-58.

Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research. *International Journal of Academic Research in Management, 5*(2).

Tailor, G. R. (Ed.). (2005). *Integrating quantitative and qualitative methods in research*. Maryland: University Press of America, Inc.

Thornbury, S. (2002). *How to teach vocabulary*. England: Pearson Education Limited.

Ulfa, P. R. (2018). *Students' Perception of Learning Vocabulary Through Jumble Word.* (Unpublished bachelor's thesis). Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia.

Utami, Y. S. (2014). *Improving students' vocabulary mastery using crossword puzzles for grade vii of SMPN 2 Srandakan in the academic year of 2013/2014*. (Unpublished magister thesis). Yogyakarta State University, Yogyakarta.

Walliman, N. (2011). *Research methods: The basics*. New York: Rout ledge.

Wang, Y. (2007). On the cognitive processes of human perception with emotions, motivations, and attitudes. *International Journal of Cognitive Informatics and Natural Intelligence, 1*(4), 1-13.

Walters, J. M. (2004). Teaching the use of context to infer meaning: A longitudinal survey of L1 and L2 vocabulary research'. *Language Teaching, 37*(4), 243-252.

Whitehead, V. L. (2012). *Sampling data and data collection in qualitative research*. Bandung: Schneider.

Yopi, A. (2003). *A study on the use of media in teaching vocabulary to young learners*. Muhammadiyah University of Malang.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 6693/UN.08/FTK/KP.07.6/07/2020

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan **Nomor: B-9367/UN.08/FTK/KP.07.6/06/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 26 April 2019

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-9367/UN.08/FTK/KP.07.6/06/2019** tanggal 26 Juni 2019

KEDUA : Menunjuk Saudara:
1. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D   Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Nurul Aulia Martaputri**
NIM   : **160203075**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi   : **English Teachers' Perceptions on Using Situational Language Teaching Method in Teaching Vocabularies**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2019;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-7151/Un.08/FTK.1/TL.00/07/2020
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepada Bapak/Ibu Guru Bahasa Inggris di MIN 3 Aceh Barat
2. MIN 8 Aceh Barat
3. MIN 11 Aceh Barat
4. MIN 17 Aceh Barat
5. MIN 21 Aceh Barat

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **NURUL AULIA MARTAPUTRI / 160203075**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang   : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *English Teachers' Perceptions on Using Situational Language Teaching Method in Teaching Vocabularies*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 24 Juli 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 24 Juli 2021   M. Chalis, M.Ag.

SURAT KETERANGAN
Nomor: B-239/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7151/Un.08/FTK.I/TL.00/07/2020 tanggal 24 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Nurul Aulia Martaputri
NIM   : 160 203 075
Fak / Prodi   : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"English Teachers' Perceptions on Using Situational Language Teaching Method in Teaching Vocabularies"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,
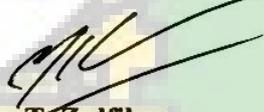
T. Zulfikar

Interview Protocol

Project: **English Teachers' perceptions on using Situational Language Teaching Method in Teaching Vocabularies**

Time of interview   :

Date   :

Place   :

Interviewer   : Nurul Aulia Martaputri

Interviewee   :

Position of Interviewee   : The teacher who is teaching English subject at Elementary school located in Meulaboh

The purpose of this study is to determine the perception of English teachers who have used the situational language teaching in teaching vocabulary at elementary school. The data will be collected by using in semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about the perception of English teachers who use situational method in the class. The interview process will take approximately 30 minutes.

Interview Guideline :

1. Do you ever use other methods in teaching vocabulary? What do you prefer? Why?
2. In your opinion, What is the situational language teaching method?
3. In the learning process, do you ever use the situational language teaching method to increase your student vocabulary? Why?
4. How do you prepare your class to apply SLT method?
5. Does this method make you easier to enhance students' motivation in learning vocabulary? How?
6. Do you think that the situational language teaching method is appropriate to use in learning vocabulary? Why?
7. What are the advantages do you find when teaching using situational language teaching method?
8. What are the challenges that you face on using the situational language teaching method?
9. How do you solve those problems?
10. Overall, is the situational language teaching method effective to apply?

Title : **English Teachers' perceptions on using Situational Language Teaching Method in Teaching Vocabularies**

Researched by : **Nurul Aulia Martaputri**

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please initial box

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identified or identifiable in the report or reports that results from the research.

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that so no one outside the research team will be allowed access to the original recording.

I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study.

I agree to take part in this interview:

LN	23 juli 2020	
Participants' Name	Date	Signature

NURUL AULIA M.	23 juli 2020	
Researchers' Name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Nurul Aulia Martaputri
Telp : 081362083459
E-mail : nurulauha0111@gmail.com

Title   **English Teachers' perceptions on using Situational Language**

Teaching Method in Teaching Vocabularies

Researched by : Nurul Aulia Martaputri

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement.

Please
initial box

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions ☑

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences. ☑

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identified or identifiable in the report or reports that results from the research. ☑

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that so no one outside the research team will be allowed access to the original recording. ☑

I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study. ☑

I agree to take part in this interview

RK	29 JULI 2020	*(signature)*
Participants' Name	Date	Signature
NURUL AULIA M.	29 Juli 2020	*(signature)*
Researchers' Name	Date	Signature

If you have any further questions or concerns about this study, please contact

Name of researcher   Nurul Aulia Martaputri
Telp   081362083459
E-mail

Title   : **English Teachers' perceptions on using Situational Language**

Teaching Method in Teaching Vocabularies

Researched by : **Nurul Aulia Martaputri**

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please initial box

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions ✓

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences. ✓

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identified or identifiable in the report or reports that results from the research. ✓

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording° without my written permission and that so no one outside the research team will be allowed access to the original recording. ✓

I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study. ✓

I agree to take part in this interview:

IHK	25 Juli 2020	_(signature)_
Participants' Name	Date	Signature

NURUL AULIA M.	25 Juli 2020	_(signature)_
Researchers' Name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher   : Nurul Aulia Martaputri
Telp   : 081362083459
E-mail   : nurulaulia0111@gmail.com

INTERVIEW GUIDELINE

Interviewees   : English teacher in MIN 3 Aceh Barat

Respondent P1   : LN

1. Do you ever use other methods in teaching vocabulary? What do you prefer? Why?

   A : Ya pernah, biasanya metode yang sering digunakan seperti metode situational language teaching, TPR, dan juga dengan metode memakai media infokus. Karena saya biasa menggunakan metode ini dan mudah saya terapkan dikelas.

2. In your opinion, What is the situational language teaching method?

   A : Metode situational language teaching itu adalah metode yang guru ciptakan sesuai dengan situasi dengan materi pembelajaran bahasa inggris untuk memiliki kemampuan memberikan intruksi yang tepat, sedangkan siswanya mendengarkan dengan cermat dan mengulangi apa yang dikatakan oleh gurunya. Misalnya saya memberikan vocab didepan kelas dan mengatakannya secara berulang-ulang dan meminta murid untuk mengikutinya.

3. In the learning process, do you ever use the situational language teaching method to increase your student vocabulary? Why?

   A : Ya pernah, karena dengan saya menggunakan metode ini jadi anak-anak lebih mudah menangkap kosa kata yang saya ajarkan di kelas.

4. How do you prepare your class to apply SLT method?

   A : ya dengan cara saya membawa alat media pembelajaran seperti text book, dan benda-benda yang berhubungan dengan vocabulary yang saya ajarkan.

5. Does this method make you easier to enhance students' motivation in learning vocabulary? How?

   A : Ya, karena ketika saya menggunakan metode ini dikelas, anak-anak tertarik dan senang, dan ketika saya memberikan pertanyaan, mereka bisa menjawab pertanyaan yang saya berikan.

6. Do you think that the situational language teaching method is appropriate to use in learning vocabulary? Why?

   A : Ya sesuai, karena metode ini siswa ikut aktif dalam proses belajar mengajar.Karena sesuai untuk meningkatkan kosakata didalam kelas.

7. What are the advantages do you find when teaching using situational language teaching method?

   A : kelebihannya, anak-anak dapat menguasai dan mudah memahami materi yang saya berikan ketika saya menggunakan metode ini dikelas.

8. What are the challenges that you face on using the situational language teaching method?

   A : Tantangannya, kadang anak-anak ribut dan susah diatur sewaktu saya memperjelaskan materi yang saya ajarkan.

9. How do you solve those problems?

A : cara mengatasinya, dengan menarik perhatian murid-murid kembali, saya memberikan sanksi atau hukuman sewajarnya seperti menyuruh mereka mengulang kembali vocab yang telah diajarkan.

10. Overall, is the situational language teaching method effective to apply?

A : Ya, Karena metode ini cocok untuk mengajarkan vocab kepada murid agar mampu berbicara dengan tepat dan langsung dipraktekkan dengan membuat kalimat, kemudian metode ini juga mudah untuk dipahami oleh murid.

INTERVIEW GUIDELINE

Interviewees   : English Teacher in MIN 11 Aceh Barat

Respondent P 2   : ES

1. Do you ever use other methods in teaching vocabulary? What do you prefer? Why?

   A : metode lain seperti metode using picture.. gambar, saya nanti paling dikelas itu memperkenalkan benda-benda dikelas. karena lebih efektif, karena kalau benda dikelas itu kan langsung dilihat, kalau dibuku yaa melalui gambar, dengan begitu anak-anak mudah mengingat arti dari kata itu sendiri.

2. In your opinion, What is the situational language teaching method?

   A : Metodenya baru tau sekarang, tapi kalau cara kerja metode ini sudah pernah dipraktekkan.

3. In the learning process, do you ever use the situational language teaching method to increase your student vocabulary? Why?

   A : Pernah, karena metode ini membuat saya berkomunikasi langsung dengan anak-anak, nanti kalau benda, benda apa yang ada dikelas langsung saya bilang itu benda apa, saya mengulang beberapa kali bahasa inggrisnya dan menyuruh anak-anak mengikuti saya. Dengan cara ini anak-anak lebih paham dengan cepat karena sudah ada pendekatan antara guru dan muridnya.

4. How do you prepare your class to apply SLT method?

A : cara saya menyiapkan kelasnya, yaa sebelumnya saya menyiapkan materi apa yang saya mau ajarkan dan membawa benda nya langsung atau gambar yang bersangkutan kemudian memperlihatkannya kepada anak-anak.

5. Does this method make you easier to enhance students' motivation in learning vocabulary? How?

A : iya, karena kita mengajarkan dan berbicara langsung dan itu membangun komunikasi antara saya dan anak-anak. Jadi kosa kata yang saya ajarkan bentuknya kelihatan dan pengucapannya jelas dan itu membuat anak-anak lebih paham dan bisa meningkatkan motivasinya dalam belajar kosa kata.

6. Do you think that the situational language teaching method is appropriate to use in learning vocabulary? Why?

A : kalau menurut saya dari tingkat kelas 3 dan 4 okelah untuk belajar kosa kata menggunakan metode ini karena masih mengajarkan dasar untuk mereka mudah mengingat kosa kata yang telah diberikan dan mengajarkan yang ada disekitar kita aja yang kita ajarkan kepada mereka. Tapi kalau untuk tingkat 5 dan 6 sebenarnya masih bisa juga, lebih bisa pakai gambar. Tetapi menurut saya, metode ini lebih efektif diterapkan di kelas 3 dan 4. Saya menggunakan metode juga melihat berdasarkan tingkatannya agar saya bisa menyesuaikannya.

7. What are the advantages do you find when teaching using situational language teaching method?

A : kelebihannya metode ini sangat mudah di aplikasikan dikelas dan anak-anak lebih cepat menangkap memahami apa yang kita ajarkan menggunakan metode ini.

8. What are the challenges that you face on using the situational language teaching method?

A : tantangannya ya waktu kita jelasin ya utamanya anak-anak ribut, kadang-kadang anak-anak yang mau belajar, ya namanya mengajar bahasa inggris ya tau sendiri kan, pasti kalau minat dia mau mendengarkan dan pasti paham tetapi kalau ada anak yang sebagian ribut dan tidak mau mendengarkan pasti dia tidak paham sehingga waktu diberikan latihan disitu dia bingung dan bertanya jadi harus dijelaskan berulang-ulang gitu.

9. How do you solve those problems?

A : cara mengatasinya ya pertama, saya memberikan permainan tentang kosa kata jadi anak-anak lebih tertarik yaa nanti baru saya ajarkan vocabnya inii itu.. baru saya lanjutkan lagi mengajarnya ketika anak-anak perhatiannya sudah tertuju kepada saya agar anak-anak mau belajar.

10. Overall, is the situational language teaching method effective to apply?

A : iyaa bagus, efektif untuk diterapkan karena sudah pernah saya terapkan kepada anak-anak, kalau secara langsung itu pendekatannya itu lebih mudah dipahami dan mudah diaplikasikan dikelas. Karena juga face to

face, bisa melihat secara langsung ketika ada objeknya, yang tidak bisa

dilihat yang susah dipahami.

INTERVIEW GUIDELINE

Interviewees   : English Teacher in MIN 17 Aceh Barat

Respondent P 3   : AK

1. Do you ever use other methods in teaching vocabulary? What do you prefer? Why?

   A : Pernah. Pertama metode seperti mengucapkan kosakata terlebih dahulu untuk siswa. Setelah siswa memahami kosakata yang kita ucapkan, biasanya saya memakai flashcard, saya menempel flashcard tersebut di papan tulis. Setelah itu kemudian menerjemahkan kosakata tersebut. Karena menurut saya, jikalau menggunakan metode tersebut siswa lebih cepat untuk memahaminya. Pernah sebelumnya saya memakai metode lama yaitu menulis di papan tulis kemudian siswa membacanya. Jadi siswa sering susah untuk mengucapkannya, misalnya seperti Chair, siswa membacanya sering salah dan aneh.

2. In your opinion, What is the situational language teaching method?

   A : Menurut saya, kita memahami bahasa inggrisnya terlebih dahulu, kemudian baru kita ucapkan. Pahami cara penyampaiannya dan cara bahasanya terlebih dahulu. Dulu, pengucapan kosakata sering salah. Tapi dengan metode ini, kita mengetahui pengucapan kosakatanya yang tepat.

3. In the learning process, do you ever use the situational language teaching method to increase your student vocabulary? Why?

A: Pernah. Karena metode ini membuat siswa lebih cepat memahami bahasa, lebih cepat menangkap bahasa dan kosakatanya yang kita ajarkan. setelah kita mengulang 3 atau 4 kali kosakatanya, siswa langsung mengetahui dan memahami kosakata tersebut.

4. How do you prepare your class to apply SLT method?

A : Awalnya ketika saya memiliki jadwal menngajar, saya biasanya download flash card di google dan mengeprint flashcard tersebut sebagai persiapan bahan ajar. Karena jika kita menggunakan metode situational language teaching tanpa flashcard atau bahan, agak lebih susah untuk diajarkan. Karena kita harus menunjukkan dan menampakkan terlebih dahulu kepada siswa, kemudian baru kita ucapkan cara pengucapannya sehingga siswa lebih mudah memahami kosakatanya.

5. Does this method make you easier to enhance students' motivation in learning vocabulary? How?

A: Iya. Dengan menggunakan metode situational language teaching ini, siswa lebih mudah dan lebih suka dalam belajar bahasa inggris ketika kita mengajar menggunakan metode ini. Dengan kita menggunakan metode ini, kita bisa membuat game jadi siswa lebih senang dan lebih cepat mengingat kosakatanya.

6. Do you think that the situational language teaching method is appropriate to use in learning vocabulary? Why?

A : Iya, sesuai. Karena siswa lebih cepat memahaminya dan kita lebih mudah untuk mengajarnya.

7. What are the advantages do you find when teaching using situational language teaching method?

A: Ada. Kelebihannya, siswa lebih cepat paham bagaimana cara pengucapan kosakatanya dengan tepat. Dan juga jikalau kita memberikan soal dengan cara hanya menempel gambar, siswa langsung mengetahui apa kosakata gambar tersebut.

8. What are the challenges that you face on using the situational language teaching method?

A : Enggak banyak. Karena kita telah menyiapkan bahan pembelajaran jadi siswa lebih mudah memahami. Paling tantangannya hanya satu atau dua siswa yang kurang cepat dalam memahami pelajaran.

9. How do you solve those problems?

A : Biasanya saya akan lebih fokus ke dua siswa tersebut sedangkan siswa yang lain saya berikan tugas dikelas dan menyuruh mereka untuk mengulang-ulang beberapa kali dan menghafal kosakatanya. Kemudian setelah itu saya memanggil siswa satu per satu untuk maju kedepan dan menyetor kosakata yang telah dihafal. Bagi siswa yang telah menghafal kita ceklis dan bagi siswa yang belum bisa dihafalkan kembali kosakatanya.

10. Overall, is the situational language teaching method effective to apply?

A : Menurut saya, metode ini sangat efektif untuk diterapkan di kelas agar siswa lebih mudah dalam memahami pelajaran. Jadi dengan menerapkan metode situational language teaching ini, siswa lebih mudah menyerap dan memahami pembelajaran yang kita ajarkan.

Interviewees   : English Teacher in MIN 16 Aceh Barat

Respondent P 4   : RK

1. Do you ever use other methods in teaching vocabulary? What do you prefer? Why?

   A : Yang pertama, saya pernah menggunakan metode lain dalam mengajarkan kosakata yaitu metode bermain game atau menyambung kata dengan huruf terakhir, mereka harus menemukan kosakata yang lain. saya membuat game itu secara berkelompok sehingga dengan cara tersebut, menurut saya mereka akan memperbanyak kosakata yang diingat.

2. In your opinion, What is the situational language teaching method?

   A : Menurut saya metode pengajaran bahasa situational berarti disini kita menggunakan metode pendekatan lisan, tingkah laku dan fokus terhadap kemampuan berbicara. Disini juga para guru mengajarkan kosakata melalui intonasi-intonasi yang sesuai dengan kosakata tersebut agar kosakata tersebut mampu menjadi hal-hal yang sering diulang oleh siswa sehingga dengan terjadi pengulangan maka mereka akan mengingat kosakata tersebut.

3. In the learning process, do you ever use the situational language teaching method to increase your student vocabulary? Why?

A: Ya, saya pernah menggunakan metode pengajaran bahasa situasional untuk meningkatkan kosakata siswa saya. Karena menurut saya, dengan adanya metode tersebut, siswa akan lebih mudah untuk menghafal kosakata-kosakata yang saya ajarkan dengan intonasi yang tepat dengan penekanan yang tepat, dengan grammar dan pilihan kosakata yang sesuai, mereka akan mudah untuk menghafal dan memperbanyak bahkan memperkaya kosakata yang baru.

4. How do you prepare your class to apply SLT method?

A : Saya mempersiapkan kelas saya biasanya saya mencoba untuk memahami bagaimana karakteristik dari beberapa siswa, kemudian saya mencoba mempelajari gaya belajar mereka, kemudian saya memilih kosakata yang penting untuk digunakan dalam kehidupan sehari-hari dan kosakata yang mudah untuk dihafalkan. Seperti itu saya mempersiapkan kelas saya.

5. Does this method make you easier to enhance students' motivation in learning vocabulary? How?

A: Ya, menurut saya metode ini memang lebih mudah untuk meningkatkan motivasi siswa. Karena dengan adanya praktek dari metode ini, kita mempresentasikan kosakata baru dan grammar baru melalui praktik lisan sehingga siswa mengulang-ulang jadi siswa termotivasi untuk menghafal kosakata ini apalagi ketika teman-temannya sudah menghafal semua. dan saya selalu mencoba untuk mengulang-ulang kosakata yang telah saya ajarkan.

6. Do you think that the situational language teaching method is appropriate to use in learning vocabulary? Why?

A : Ya, menurut saya sesuai. Mengapa? Karena dengan adanya pengulangan, dengan memberi kosakata sesuai dengan intonasi yang tepat, sesuai dengan kata-kata yang mereka butuhkan, sesuai dengan grammar yang telah ada, maka siswa lebih mudah utuk memahami kosakata tersebut, lebih tepatnya lebih mudah untuk menghafal kosakata tersebut. Jadi itu sangat sesuai digunakan.

7. What are the advantages do you find when teaching using situational language teaching method?

A: Kelebihan yang saya temukan, banyak siswa yang termotivasi untuk mengoleksi dan menghafal kosakata-kosakata yang baru. Karena ketika mereka bisa satu kata, seolah-olah mereka ingin mengulangnya terus menerus. Dengan begitu, mereka berharap bisa untuk berbicara bahasa inggris dengan baik jadi dengan itu mereka menghafal kosakata-kosakata baru. Itu kelebihannya.

8. What are the challenges that you face on using the situational language teaching method?

A : Tantangannya tidak banyak. Hanya saja terkadang siswa bosan. Siswa bosan karena jika cara seperti itu dilakukan terus menerus.

9. How do you solve those problems?

A : cara saya menyelesaikan masalah itu ya dengan cara saya mencampurkan metode lain atau mix method, seperti membuat game kosa

kata yang akan membuat anak-anak mudah untuk mengingat kata-kata yang saja ajarkan, jadi dengan membuat game secara individu maupun kelompok.

10. Overall, is the situational language teaching method effective to apply?

A : metode ini sangat efektif untuk digunakan, namun akan lebih baik lagi jika metode ini dicampur dengan metode lain.
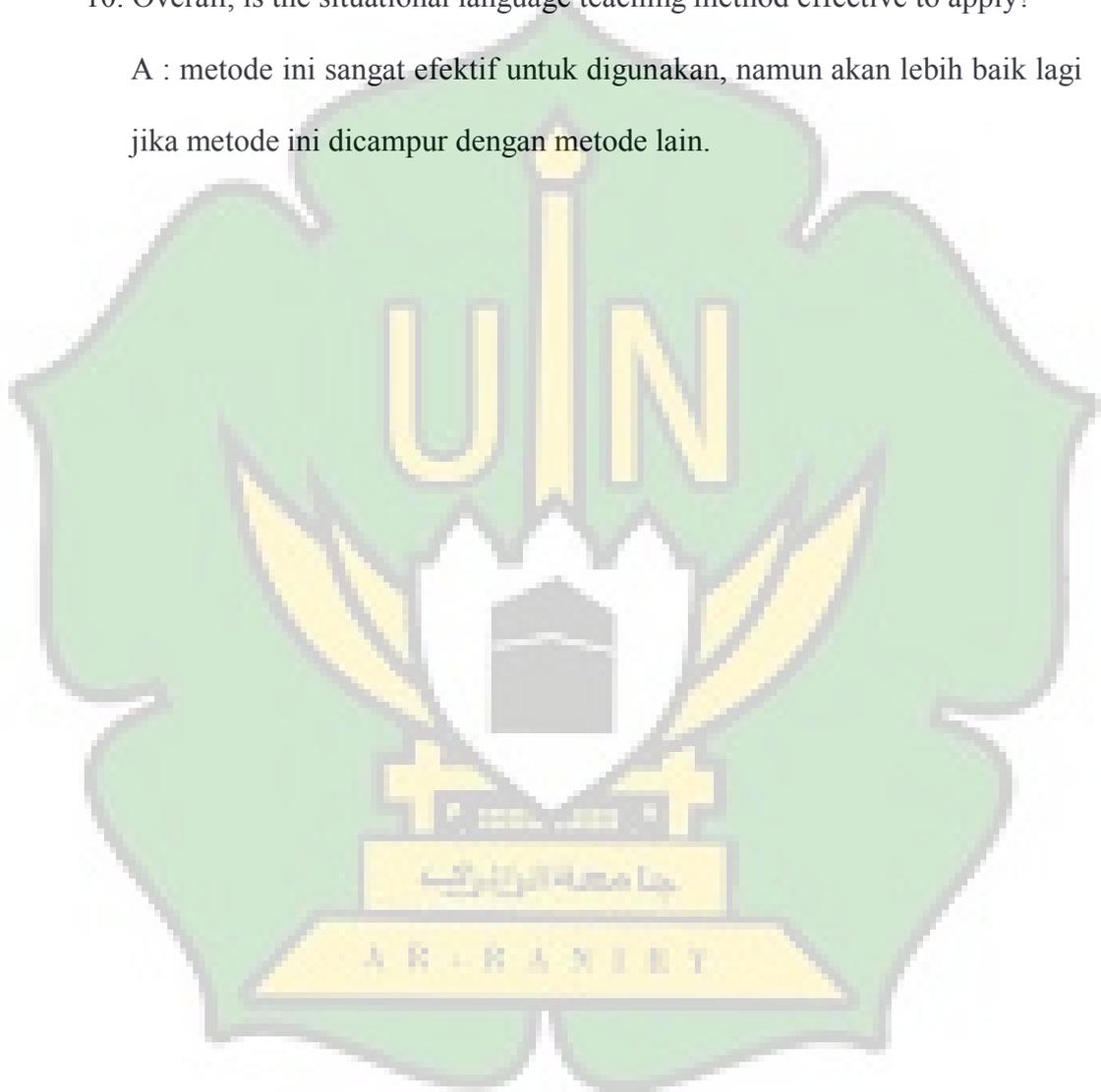
INTERVIEW GUIDELINE

Interviewees   : English Teacher in MIN 8 Aceh Barat

Respondent P 5   : IH

1. Do you ever use other methods in teaching vocabulary? What do you prefer? Why?

   A : Beberapa metode yang biasanya saya gunakan dalam teaching vocabulary adalah metode drealing, repeatation dan beberapa games seperti back to the board, run to the board, dictionary raise, Simon says, and whisper and write.

2. In your opinion, What is the situational language teaching method?

   A : Yang saya tahu, SLT method adalah metode dimana guru menciptakan situasi yang sesuai dengan materi pembelajaran dan menggunakan beberapa aktifitas seperti repeatation dan drealing.

3. In the learning process, do you ever use the situational language teaching method to increase your student vocabulary? Why?

   A: Ya, saya pernah menggunakan repeatation dan drealing activities yang termasuk ke dalam metode SLT. Karena aktifitas ini bisa menguatkan ingatan siswa tentang vocabulary yang sedang dipelajari.

4. How do you prepare your class to apply SLT method?

A : Karena yang saya gunakan adalah aktifitas repeatation, jadi saya hanya menuliskan beberapa kata baru di papan tulis dan mengajak siswa untuk mengikuti dan mengulangi beberapa kali vocabulary tersebut.

5. Does this method make you easier to enhance students' motivation in learning vocabulary? How?

   A: Menurut pendapat saya, ini bisa meningkatkan motivasi mereka asalkan digunakan sesekali dan diganti dengan games yang mana diminati oleh siswa, atau dengan cara meminta siswa untuk mengulangi beberapa kali vocabulary tersebut dan mengatakannya bahwa vocabulary ini akan digunakan untuk bermain games.

6. Do you think that the situational language teaching method is appropriate to use in learning vocabulary? Why?

   A : Tentu saja. Karena guru menciptakan situasi yang sesuai dengan materi pembelajaran sehingga lebih mudah untuk siswa mempelajari kosakata baru.

7. What are the advantages do you find when teaching using situational language teaching method?

   A: Menurut pendapat saya, Kelebihan SLT ini bisa memperkuat ingatan siswa dan kelemahannya mereka bisa jenuh karena kita mengulang vocabulary tersebut selalu.

8. What are the challenges that you face on using the situational language teaching method?

A : Karena metode ini menggunakan repetition activities bisa membuat siswa bosan dan pembelajaran vocabulary tidak berjalan maksimal.

9. How do you solve those problems?

A : Dengan cara menggunakan aktifitas lain, kita bisa ganti-ganti aktifitas agar siswa tidak bosan.

10. Overall, is the situational language teaching method effective to apply?

A : Tentu saja bisa. SLT akan sangat efektif digunakan jika diselingi dengan games atau dengan metode lainnya.