

TEACHERS' STRATEGIES FOR TEACHING ENGLISH

VOCABULARY TO YOUNG LEARNERS

(A Case Study at Islamic Elementary School in Sabang, Aceh)

THESIS

Submitted by

AIDA SAFITRI

NIM. 190203044

Student of Fakultas Tarbiyah dan Keguruan

Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2023 M / 1445 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:

AIDA SAFITRI

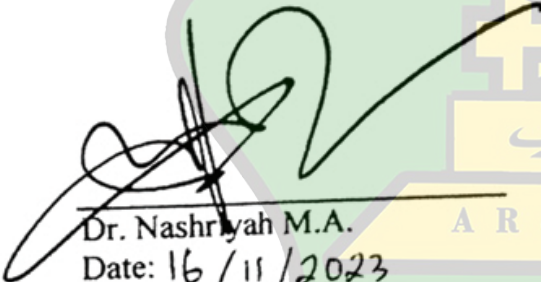
NIM. 190203044

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


Approved by:

Main Supervisor,

Co Supervisor,


Dr. Nashriyah M.A.

Date: 16 / 11 / 2023


Mulia, S.Pd. I., M. Ed.

Date: 16 / 11 / 2023

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

Wednesday, November 29th, 2023
15 Jumadi Awal 1445

In Darussalam, Banda Aceh

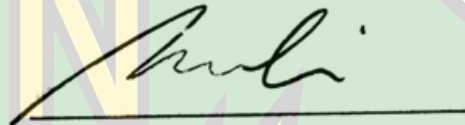
Board of Examiners

Chairperson

Secretary



Dr. Nashriyah, S. Ag, M.A



Mulia, S. Pd.I., M. Ed.

Member

Member



Drs. Lukmanul Hakim, M.A



Nidawati, S. Ag, M.Ag

Cetrified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Mulky, S. Ag., M.Ed., M.A., Ph.D.

7301021997031003

DECLARATION OF ORIGINALITY
(SURAT PERNYATAAN KEASLIAN)

Saya yang bertanda tangan dibawah ini

Nama : Aida Safitri
NIM : 190203044
Tempat tanggal lahir : Sabang, 1 Desember 2001
Alamat : Gp. Blang Krueng, Jl. Lam Kuta

Menyatakan bahwa sesungguhnya skripsi saya yang berjudul :

TEACHERS' STRATEGIES FOR TEACHING ENGLISH
VOCABULARY TO YOUNG LEARNERS

(A Case Study at Islamic Elementary School in Sabang, Aceh)

adalah benar karya saya. Kecuali semua kutipan dan referensi yang disebutkan sumbernya. Semua kekeliruan dan kesalahan yang apabila terdapat di dalam skripsi saya sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini dibuat dengan sesungguhnya dan tanpa paksaan dari pihak manapun

جامعة الرانيري

AR - RANIRY

Banda Aceh, 2 November 2023

Saya yang membuat pernyataan,



Aida Safitri

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises to Allah the Lord of the word, the master of the day after, the merciful and the beneficent, who gives the researcher the health to finalize this thesis the undergraduate program in Department of English language education, Ar-Raniry Islamic State University. Peace and salutation to our Prophet Muhammad SAW, who guide us from Jahilliyah era to the Islamic era.

The researcher would like to express her appreciation to Mrs.Syarifah Dahliana, M.Ag. M.Pd., Ph.D.the head of the Department of English Education, and Mrs.Azizah, S.Ag, M.Pd. the secretary of the Department of English Language Education who have helped her during hertime studying at UIN Ar-Raniry. Afterward, the researcher would like to express her deep and sincere gratitude and appreciation to her both supervisors, Mrs. Dr. Nashriyah, M.A. and Mr. Mulia. S.Pd. I., M.Ed. for providing their supports and guidance in accomplishing this thesis . Furthermore, her gratitude is also deliberate to all lecturers and staff of the Department of English Education.

The researcher also would like to express her gratitude to Mrs. Nadiyah, S.Pd.I as the headmaster of MIN Sabang, Mrs. Ernawati, S.Pd.I as the head of MIN Paya Seunara, and Mr. Khairuddin S. Pd. I asthe head of MIN Anoi Itam, for their permission that given to the researcher to conduct the research. Her sincere thanks are also addressed to the English teacher at MIN Sabang, MIN

Paya Seunara and MIN Anoi Itam, for their willingness to become participant in this research.

The researcher's special gratitude is devoted to her beloved mother and father (Yuslindawati S. Pd. I., and Umar) who always support and praying for the researchers' success. Her two siblings (Risna Devi Yani, A.Md.Kep., and Putri Nadila), and her extended family. She really thanks them for their big support and prayers.

Furthermore, the writer gives the biggest thanks to her best friend Sari Devi, Ayu Maulina, and Vidya Musni and all her friends in the Department of English Education for their countless support and help and may Allah bless them all.

At last, the researcher realizes that the thesis is still far from excellence. Hence, readers and various stakeholders' suggestions and their criticism for this thesis are extremely appreciated. Then, the researcher hopes that this thesis will give a contribution to the readers and benefit for the teaching and learning process and also help the readers to enhance their knowledge about young learners' ability to master English vocabulary.

Banda Aceh, 2 November 2023
The Writer,

AIDA SAFITRI

ABSTRACT

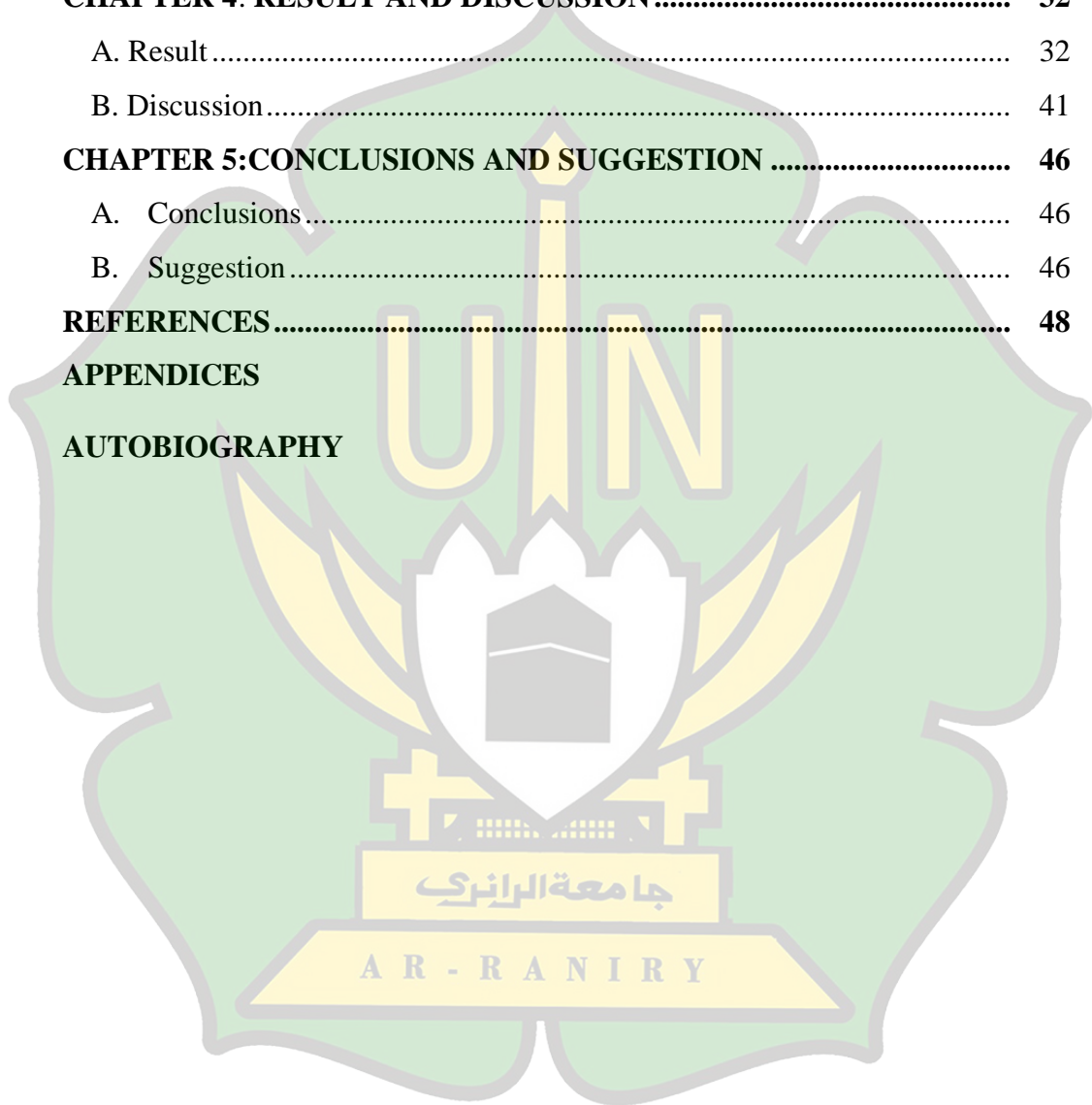
Name : Aida Safitri
NIM : 190203044
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : Teachers' Strategies in Teaching English Vocabulary to Young Learners (A Case Study at Islamic Elementary School in Sabang, Aceh)
Main supervisor : Dr. Nashriyah, S. Ag., M.A.
CO- supervisor : Mulia. S. Pd. I., M. Ed.
Keywords : Vocabulary; Strategies; Challenges; Young learners

This study aimed to find out the strategies that used by the English teacher in teaching English vocabulary to young learners and to find out their challenge in teaching English vocabulary to young learners at Islamic elementary school in Sabang. This study was conducted at MIN Sabang, MIN Paya Seunara, and MIN Anoi Itam Sabang. This research was qualitative research with case study. The data collection of this study was conducted by interview and observation. The participants of this research was three English teacher in Sabang and the class that they taught. The result of this study showed that the common teaching strategy that implemented by three teachers at Islamic elementary school in Sabang in teaching English vocabulary were playing the games, using mime/action/gesture, using picture, using realia, - using translation, using memorization, using presentation, using explanation, and using enumeration and the teachers' challenges in teaching English vocabulary to young learner at Islamic elementary schools in Sabang comes from the environment / rarely use for English, students' difficulties in pronouncing and spelling the words, students' lack of motivation and vocabulary, and students' short spent attention.

TABLE OF CONTENT

APPROVAL LETTER	i
DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENT	vii
LIST OF APPENDICES	ix
CHAPTER 1: INTRODUCTION	1
A. Background of Study.....	1
B. Research Question.....	4
C. Research Aims	4
D. Significance of the study.....	4
E. Research terminologies	5
CHAPTER 2: LITERATURE REVIEW	7
A. Teaching English Vocabulary	7
1. Definition of Vocabulary.....	7
2. The type of vocabulary	8
3. The importance of vocabulary.....	10
B. Teaching Young Learner.....	11
1. Definition of young learner	11
2. Characteristics of young learner.....	12
3. Principles of Teaching English for Young Learner.....	13
C. Related Studies of Teaching English Vocabulary for Young Learners	14
1. Challenges in teaching vocabulary for young learner	15
2. Teaching English Vocabulary Technique	17
3. Strategy in teaching English Vocabulary to young learner	19
CHAPTER 3: RESEARCH METHODOLOGY	26

A. Research Design.....	26
B. Research Site and Participant.....	27
C. Method of Data Colection.....	27
D. Method of Analysis	31
CHAPTER 4: RESULT AND DISCUSSION	32
A. Result	32
B. Discussion.....	41
CHAPTER 5: CONCLUSIONS AND SUGGESTION	46
A. Conclusions	46
B. Suggestion	46
REFERENCES	48
APPENDICES	
AUTOBIOGRAPHY	



LIST OF APPENDICES

APPENDIX A	Appointment Letter of Supervisor
APPENDIX B	Recommendation Letter from <i>Fakultas Tarbiyah dan Keguruan</i> to conduct field research
APPENDIX C	Confirmation Letter from MIN Sabang
APPENDIX D	Confirmation Letter from MIN Paya Seunara
APPENDIX E	Confirmation Letter from MIN Anoi Itam
APPENDIX F	Interview Protocol
APPENDIX G	List of Observation
APPENDIX H	Interview Transcript
APPENDIX I	Observation Sheet
APPENDIX J	Documentation



CHAPTER 1 INTRODUCTION

A. Background of Study

English language spoken by many countries and serves as a bridge to connect individuals who speak other languages. English language serves as the first, second, and foreign language in the academic environment and in everyday life (Rohmah, 2005). Indonesia is one of the countries that uses English in its educational environment and officially introduces it as a foreign language from elementary school to university (Pratiwi et al, 2022). In the Indonesian curriculum, there are four important things in learning English: listening, speaking, reading, and writing (Kurniasih, 2011). These basic skills must be mastered to acquire language skills and are supported by three language components: grammatical structure, pronunciation, and vocabulary (Andriani & Widiastuti, 2020).

English is a foreign language and English vocabulary is best learned during childhood. Childhood is the best time to learn another language besides the native language because, at that time, humans' minds were still flexible and children learn languages more easily than adults (Ghasemi & Hashemi, 2011). Therefore, to learn and strengthen their language skills, children must hone their vocabulary from an early age.

However, teaching English to young learners is very different from teaching adults. There are differences between young and adult learners in learning

English, which arise from their linguistic, physiological, and social development (Cameron, 2001). Some of the differences that are often seen are that children quickly lose interest and need help to stay motivated when working on challenging projects, children have different access to meta-language, which teachers can use to explain grammar or discourse similar to older students, and children find it difficult to use language in conversation (Pustika, 2021). In addition to the above differences, it is also important to consider other significant differences between them and adults, such as when speaking a foreign language, young students are often more shameless than adults, less hesitant, and more open to explore the language and culture (Cameron, 2001).

In addition, the quality of young learners is divided into four: active, learning with the five senses, responding to language better through concrete objects (visual objects) than abstract objects, and curious in practical activities and physical activities that interest them (Hartina, 2019). They like to play and learn better when having fun, so if the teacher uses fun activities or involves them in these activities, they become more enthusiastic about learning.

There are various facts about young learners: young learners are quick to respond even if they do not understand it, they understand things better when they can see, hear, touch, and engage, and they understand concrete concepts more than abstract ideas; this is because young learners need help in understanding abstract concepts and have the opinion that concrete concepts are more valuable than abstract ideas (Scott & Ytreberg, 1993). Apart from the three facts above, young learners have a short attention period; after 5 to 10 minutes,

they will get bored (Pustika, 2021). Therefore, the classroom must look alive, and the teachers must do an excellent job of inspiring these young learners.

Strategies are needed when teaching English to young learners in order to ensure the efficient operation of the learning process. In language learning, learning strategies and communication strategies are described as the conscious or unconscious processes which language learners make use of in learning and using a language (Richards & Schmidt, 2010). In teaching English vocabulary to young learners, teachers must be innovative in selecting material that interests students and teachers should use various tactics to support the teaching and learning process (Deni & Fahriany, 2020). Based on the explanation above, considering these facts, English teachers should carry out fun teaching to create a pleasant atmosphere by using appropriate media, techniques, strategy or methods to teach vocabulary to young learners.

There has been a lot of research done on this topic. Three of these studies were conducted by Munawwarah (2021) with the title “Teacher’s Strategies in Teaching English Vocabulary to Young Learners”, by Liyaningsih (2017) entitled “Teacher’s Strategy in Teaching English Vocabulary to Young Learners (A Descriptive Study of Vocabulary Teaching to Third Grade Students of MI Kedungharjo Academic Year 2015/2016)”, and by Andriani and Widiastuty (2020) entitled “Teacher’s Strategy in Teaching English Vocabulary to Young Learners at SDN Palangka Raya”.

However, although many studies have been conducted on this topic, these studies were conducted outside of Sabang, where Sabang is one of the areas

included in the 3T areas in Indonesia. Researchers conducted this research to find out more and provide additional information about teacher strategies and challenges in teaching vocabulary to young students, especially the latest strategies commonly used by teachers in Islamic elementary school Sabang.

B. Research Question

1. What are the strategies used by teacher in teaching English vocabulary to young learners?
2. What are the challenges faced by teachers in teaching English vocabulary to young learner?

C. Research Aims

1. To investigate the strategies used by teacher in teaching vocabulary to young learner at three Islamic elementary school in Sabang.
2. To find out their challenges in teaching vocabulary to young learner at three Islamic elementary school in Sabang

D. Significance of the study

1. Theoretical

1. The result of this research will provide useful information related to the teachers' strategies in teaching English vocabulary to young learners.
2. The result of this research present an informative overview to any further research which wants to examine the same case, so this study

becomes helpful information and a valuable reference for the further studies

2. Practical

a. For the students

By using appropriate techniques and approaches, the researcher believes that the students will find the teaching and learning process enjoyable. If students are in a comfortable setting and enjoy their studies, they will be more motivated to learn English.

b. For the teachers

It enables teachers to gather information and choose an appropriate strategy for teaching language to young students. The instructor must implement the strategy in their classroom to pique the students' interest in the subject.

E. Research terminologies

1. Teaching

Teaching is a scientific process with three main components: material, communication, and feedback (Freeman, 1973).

2. Strategy

Strategy is a method or plan chosen to bring about a desired future, such as achieving a goal or solution to a problem. Strategy is Procedures used in learning, thinking, and other activities to achieve a goal (Richards & Schmidt, 2010).

3. Teaching strategies

A teaching strategy is an effort or method teachers use to assist teachers in achieving their goals in carrying out the learning process based on the techniques, efforts or methods, and procedures teachers use when transferring knowledge to students (Hayati et al., 2021)

4. Vocabulary

Vocabulary is one component of language skills such as reading, speaking, listening and writing (Hazar, 2020)

5. Young learners

Young learners are categorized into chronological age span from 5 years old to 10 years old (Sehan, 2018). Young learners in this study refer to fourth until six grade students of three Islamic elementary school Sabang.



CHAPTER 2

LITERATURE REVIEW

A. Teaching English Vocabulary

1. Definition of Vocabulary

There are several definition of vocabulary. Alqahtani (2015) defines vocabulary as the total quantity of words required to convey concepts and the speaker's meaning. Kamil and Hiebert (2005) defines vocabulary in general as the knowledge of words and word meaning. Iman (2016) defines a list of words that arranged in alphabetical order as a vocabulary. In most linguistic analyses, vocabulary is explicated as a set of properties, or features. Each word is the combination of its register, grammatical behavior, meaning, association, frequency, written form (spelling), spoken form (pronunciation) and collocation, (Iman, 2016).

According to Dewi et al (2019), vocabulary definition is all of the words in a specific language that an individual understands or uses to communicate successfully. Octavianny (2007) defines vocabulary as language components which has to be mastered by the students in learning a new language. She also states that students may struggle with using English if they do not possess an adequate vocabulary.

Based on the explanation provided, it can be inferred that vocabulary refers to the collection of words used by an individual to express their ideas, which is a crucial element of language and often organized in alphabetical order.

2. The type of vocabulary

Understanding the different types of vocabulary is essential because people may have varying levels of comprehension and usage. Pikulski and Templeton (2004) classify vocabulary into four interrelated types: meaning/oral vocabulary, expressive vocabulary, written vocabulary, and receptive vocabulary. Meaning/oral vocabulary pertains to the words used when speaking and listening, including sound production and perception. Expressive vocabulary refers to the words used in speech and writing to convey ideas. Written vocabulary relates to words used in writing and reading. Receptive vocabulary refers to the words received during reading and listening, without providing feedback to the author or speaker.

Howard (as cited in Munawwarah, 2021, p. 10) distinguishes two types of vocabulary: active vocabulary and passive vocabulary. Active vocabulary denotes words that a student can understand, pronounce correctly, and use effectively in speech and writing. To use productive vocabulary, students must be able to pronounce it correctly, understand the grammar of the target language, be familiar with collocations, and comprehend connotations. Active vocabulary is commonly used in speech and writing. Passive vocabulary, on the other hand, pertains to

words that students can recognize and understand while reading or listening but do not use when speaking or writing.

According to Zucker et al. (2021) there are three types of vocabulary: basic vocabulary, sophisticated vocabulary, and technical vocabulary. Basic vocabulary is the common word that typically learned independently through daily conversation or shared book. Sophisticated vocabulary is the words that used in a variety of text and learning domains. And technical vocabulary is the words that important for comprehension of informational text genre

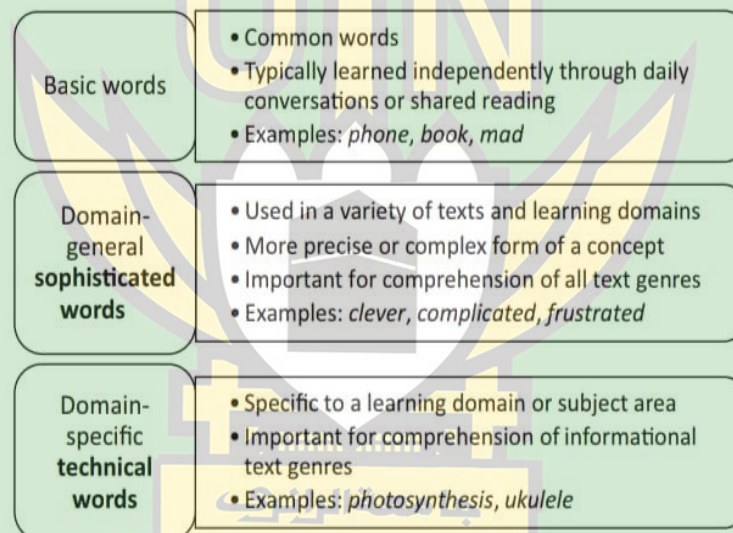


Figure 2. 1 the types of vocabulary by Zucker et. al (2020)

From the above explanation we can summarize that understanding vocabulary is important as individuals may have varying comprehension and usage. Active vocabulary is used in speaking and writing and requires proper pronunciation, grammar, collocation, and connotation. while passive vocabulary is recognized

and understood but not used in speaking or writing. Vocabulary can be divided into meaning/oral, expressive, written, and receptive categories.

3. The importance of vocabulary

According to Agazzi (2022) the acquisition of language proficiency requires a concentrated focus on the four fundamental skills of listening, speaking, reading, and writing. These abilities are essential for developing proficiency in first, second, or foreign languages. However, there are three additional elements of language that are also critical: vocabulary, pronunciation, and grammar. In particular, vocabulary plays a significant role in comprehending others and expressing oneself effectively. Insufficient mastery of vocabulary can lead to difficulties in these areas and impede language development.

Dewi et al. (2019) highlights the importance of vocabulary development in English learning. It is an essential factor that connects speaking, listening, reading, and writing skills. To acquire these skills, children must possess a strong command of the language. The speed of English learning depends on the student's ability to acquire a significant number of words. Students with a robust vocabulary will find it easy to express their thoughts verbally and in writing, as well as comprehend others.

According to Hesti (2022), the first step towards effective communication is to acquire a good command over language. A strong vocabulary enables us to express our thoughts, feelings and ideas with ease, and provides a solid foundation for learning other language skills and sentence structures. Improved vocabulary

skills make reading, writing, listening and speaking easier for individuals. Gradually expanding one's vocabulary on a daily basis can help boost confidence levels in language learning, and lead to a greater awareness and eagerness to master the language.

In summary, based on the above explanation, Language proficiency requires a focus on fundamental skills of listening, speaking, reading, and writing, along with vocabulary, pronunciation, and grammar. Vocabulary plays a critical role in language development because it connects all four skills. Strong vocabulary facilitates effective communication and boosts confidence in language learning. Expanding vocabulary daily can lead to greater awareness and eagerness to master the language.

B. Teaching Young Learner.

1. Definition of young learner

There are several definitions of young learner. According to Philip (1993) young learners are children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. Sehan (2018) defines young learners as students between the ages of five and below fifteen years old. According to Agassy (2020) young learners can be defined as children in age ranging from five or six years old who are attending elementary school to twelve years old. Also according to Pinter (2006) the definition of 'young learners' is children who start their primary schools, either in kindergarten or elementary school.

Additionally, McKay (2006) defines young language learners as children who learn the language either a foreign language or a second language in their formal education. In according to Suyanto (2007), young learners of English are children of primary school age who obtain English language learning. Harmer (2002) defines young learners as the students at the age between 3 years old and 12 years old and they were classified into three grade levels (very young learners are them in the age 3 – 6 years old, young learners are them in the age: 7 – 10 years old, and late young learners are them in the age: 11 –12 years old).

From the above opinion, we can conclude that young learners themselves can be categorized as children aged around 5-15 years who have obtained the formal education.

2. Characteristics of young learner

Teaching young learners differs from teaching adults due to their unique characteristics and learning styles. English teachers must understand their students' traits and recognize the benefits of teaching English to young learners to be effective. This understanding allows teachers to communicate more easily with their students, resulting in a smoother delivery of materials in the classroom.

According to Scott and Ytreberg (1993), the characteristics of young learners are :

1. They recognize that there are rules that govern the world, even if they do not always understand them. Following these rules provides a sense of security.

2. They quickly understand situations, even if they struggle with the language used.
3. They begin to use language skills before being consciously aware of them,
4. They rely on their hands, eyes, and ears to learn.
5. They are highly logical and expect teachers to present information in a logical order.
6. They have concise attention and concentration span
7. Sometimes, they need to grasp what adults are discussing.
8. Young children cannot decide what they want to learn
9. Young learners love to play
10. Young learners are enthusiastic and positive about learning.

3. Principles of Teaching English for Young Learner

When teaching English to young children, it is important to follow appropriate learning principles. These principles were outlined by Nurhadi (2012) in his journal and include the following:

- a. Activities should be simple and easy for children to understand.
- b. Tasks given should align with the child's ability level.
- c. Listening and speaking skills should be practiced often.
- d. Writing activities that may be too difficult for children should be avoided.

Additionally, the materials provided to young learners should be appropriate for their level of development. This includes teaching color names, numbers, family members, body parts, animal names, vegetable names, fruit names, and simple instructions. Following these principles can greatly benefit the

learning process for young children.

Summarizing the above explanation, when we want to teach English to young children effectively, It is important to simplify activities, give tasks that follow their ability level, practice listening and speaking skills, and avoid difficult writing activities. Also, provide appropriate materials based on their level that cover color names, numbers, family members, body parts, animal names, vegetable names, fruit names, and basic instructions. Following these principles can help young children learn better.

C. Related Studies of Teaching English Vocabulary for Young Learners

There are many studies conducted on this topic. Munawwarah (2021) in her thesis found that teachers' common strategies in teaching young learners English vocabulary are games, pictures, memorization, translation, realia, action/mime/gesture, and songs. She also found that teachers have almost the same perception in teaching English vocabulary to young learners. Their first perception is that teachers can create many enjoyable activities in the classroom based on these strategies. They think these strategies are suitable for young learners. The second is that teachers choose these strategies based on the student's condition and the classroom situation. Furthermore, their last perception is that the teacher used a mixed-up strategy to make young learners enjoy the learning process because they are interested in diverse activities.

Liyaningsih (2017) in her thesis found that the material used by the English teacher at MI Kedunharjo are: Hospital, Food and Drinks, Times, Clothes and Colour, and Thing in the Bedroom. The teaching techniques used by the teacher:

are translation, memorization, playing games, and singing a song. The media used by the teacher: pictures, realia/ real things, video, and students' English book

Andriani and Widiastuty (2020) in their article found that teachers at SDN Percobaan Palangka Raya used explanation, translation, presentation, and memorization when teaching vocabulary to students.

1. Challenges in teaching vocabulary for young learner

According to Deni and Fahriany (2020), teaching English vocabulary to young children is a challenging task, Teaching English to young children requires a different approach than teaching adults, as they have distinct characteristics and motivations. Children are not self-motivated and do not have a need to learn English immediately. They are not worried about a job or university degrees that need English comprehension. The students who are considered as young learners enjoy studying language through loads of cheerful activities in a bright and colorful room. To effectively teach them, teachers must adapt the appropriate methods and make adequate preparations, using sources and the valuable perspective of experienced teachers.

According to Nunan (2010) the challenges that teachers faced when teaching young learner are:

1. Cognitive development

As students grow from childhood to maturity, they go through considerable developmental changes. These phases, together with their psychological and social traits, need to be taken into consideration when planning the learning activities, developing student tasks and creating

material.

2. Motivation

In language learning, motivation decreases over time due to several factors: unclear learning objectives, students cannot understand the content, there is no evidence of progress in the learner's efforts, and the foreign language is not relevant to the learner's learning in everyday life.

3. Attention

Young learners have a limited attention span, and for this reason, the teacher must engage students in a variety of activities to keep their attention.

4. Multi – level group

Diversity will always be present in learning groups if there are multiple students. Diversity is frequently thought of in terms of linguistic ability. In addition to the learner's first language and whether it has a similar script to English, diversity also refers to the learner's personality, aptitude, attitude, and motivation, as well as their preferred learning methods and styles, cognitive preferences, and access to extracurricular activities. Learning styles and strategies are crucial to accommodating variety, which is why we have given them their own chapter.

5. Assesment

Seeing assessment as part of the learning process has practical implications. It suggests, for example, that learners should be given immediate feedback on how well they have performed. The closer the

feedback is to the performance, the more effective it will be.

Here are some problems that many teachers have when teaching English to young learners: 1) they have a short attention spans, 2) they rapidly forgetting things, 3) very young children not yet speaking their own language properly, 4) sometimes, they still shy and hesitant to participate in activities, 5) their developing at different rates resulting in mixed ability levels in a class despite their age, and 6) children learn through repetition which can be boring. (Agassy, 2020).

2. Teaching English Vocabulary Technique

According to Charty (1995), the best way of teaching vocabulary is not teaching the students to memorize but also teaching them to pronounce, to spell, and to use it in context. Teacher should not be teaching vocabulary word by word when teaching it. The kids will learn the words simply as they are without understanding how to use them in spoken or written phrases or paragraphs.

Oktaviany (2007) states that, the teacher should be able to know student's levels when teaching vocabulary. To accomplish a goal, he must be able to successfully manage the terminology he teaches. He must choose the appropriate phrases to teach. According to Wallace (as cited in Shabir, 2014, p. 59) there are six principles on which teaching vocabulary is to be based;

1) Aims

The objectives of teaching the learning process must be understood by the teacher before beginning. Teacher must choose what goes into learning a vocabulary. Teacher must choose the vocabulary that students need to

know and should think about the number of lists of words and the kind of terms that anticipates the students learning.

2) Quantity

The quantity of vocabulary words that must be learned may be determined by the teacher. How many new words the students can learn from the lesson. They could become perplexed, discouraged, and frustrated if there are too many words.

3) Need

When teaching vocabulary, the teacher must select the words that the students actually require. The kids should be placed in circumstances where they must communicate and find the appropriate words.

4) Frequent Exposure and Repetitions

Teachers can introduce new words more than once while teaching vocabulary in a foreign language. To make sure the pupils have already remembered and understood them, they must say them again. Until there is proof that the kids have learned the target words, there must be a certain degree of repetition

5) Meaningful Presentation

The definition of the word must be understood by the students in a clear and precise manner because it also refers to many other things. This calls for the words to be able to be presented in a way that makes their meaning or reference completely plain and unambiguous words.

6) Situation Presentation

The language we use can vary depending on the context in which we speak and how well we know the person with whom we are conversing (from formal to informal). As a result, it is important for students to learn vocabulary in contexts that are appropriate for them.

3. Strategy in teaching English Vocabulary to young learner

According to Hayati et al. (2021) Teaching strategy is the approach that the teachers employs to address the particular lesson and to the specific objectives for a particular lesson. Teaching strategy is an attempt or method used by teachers that help them in obtaining their goals in carrying out the learning process based on the methods, efforts, and procedures that used to convey the knowledge for the students. And also that teaching strategy can be defined as a plan or a sequence of actions that implemented by the teacher to facilitate learning by utilizing techniques while presenting material to students

According to Larsen and Freeman (2000), the most recognized methods to teach English to young learners are the Suggestopaedia, Total Physical Response (TPR), and Natural/ Direct Methods. Harmer (2007) adds four methods that suitable for teaching English to young learners, those are Direct Method, Suggestopedia, Total Physical Response, and Lexical Approach.

1) Direct/ Natural Method

The basic principle of the Direct Method, according to Brown (2000), is that target language learning should ideally resemble first language learning. This approach involves little or no analysis of grammatical rules,

a lot of spoken interaction, spontaneous language use, and no translation between the source and target languages. Also, the teaching concepts are through pantomiming, realia, and other visual materials

2) Suggestopaedia Method

Georgi Lozanov created Suggestopedia, which focuses mostly on the physical setting in which education occurs. According to Brown (2000), Suggestopedia is an approach that believes that the human brain is capable of processing enormous quantities of information when provided with the ideal learning environment, which includes a relaxed state and giving the teacher complete control. The teaching concepts and vocabulary through music, song, and other attractive materials.

3) Total Physical Response (TPR)

Suhendan (2013) describes Total Physical Response (TPR) as "a method built around the coordination of speech and action, in other words, it is to teach language through activity". Basically, Total Physical response consists of management or action that is given by instructor or teacher that is related with physical response clearly. Example, if the instructor says, "stand up", students will stand or if the instructor says, "sit down", so students will sit on the chair from (Tarigan, 2009). On the other hand the TPR technique, is a language learning approach arranged above coordination of commands (command), speech, although Larsen and Freeman (2000) or so-called TPR method also employs instructions or commands for comprehension.

4) Lexical Approach

The lexical approach first proposed by Dave Willis and made popular by Michael Lewis in early 1990s, is predicated on the idea that language is made up of prefabricated chunks of multiple words rather than just conventional grammar and vocabulary. Typical exercises involve having students add intensifiers to semi-fixed formulations or have them highlight all the nouns they can identify in a text, followed by the verbs that collocate with those nouns. Additionally, Harmer (2007) contends that the majority of vocabulary is learned by experience rather than instruction, and that the key to expanding a learner's vocabulary is exposure to enough appropriate input.

There are various strategies to teach English vocabulary to young learners. The teacher should concern about the young learners' learning style in order to decide the appropriate and suitable strategies. The teachers will find suitable strategies if they know the learners' learning style, and that suitable strategies will help the young learners in getting a clear understanding of the vocabulary given.

Harmer (1991) suggests some strategies that teachers can use to help their students practice vocabulary:

a. Realia

The definition of realia is real object. Using realia is helpful for teaching the meanings of words or for stimulating young learner activity (Harmer, 2007). The example of realia is pen, ruler, pencil, book etc. The teacher

holds up the object or point to it says the word and then gets student to repeat it.

b. Mime, Action, and Gesture

According to Sime (as cited in Alqahtani, 2015, p.28) teachers tend to gesture a lot especially when addressing young learners and/or beginners. Teaching gestures can take many different forms, such as body language, pantomime, facial expressions, and hand gestures. As long as they are clear and simple to grasp, they can either mimic or symbolise anything and aid students in deducing the meaning of a spoken phrase or statement.

c. Picture

According to Harmer (2007) teachers frequently use pictures or graphics to aid learning, whether they are drawn, taken from books, newspapers, or magazines, or photographed. The example of picture: (1) flashcards (smallish cards that we can hold up in order to allow our learners to see); (2) large wall pictures (large enough for everyone to see details); (3) cue cards (small cards that students use in pair- or groupwork); (4) photographs; (5) illustrations (usually in a textbook). And to aid in explanation and language practice, some teachers additionally employ projected slides, computer images, or visuals on the board.

d. Contrast

As stated by Dewi et al. (2019) in this technique, the teacher can explain the meaning of a word by contrasting that word with its opposite. In according to Alqahtani (2015) some words are easily conveyed to learners

by contrasting them with their opposite, such as the word "good" contrasted with the word "bad". Moreover, verb "contrast" implies to display differences, such as before and after photos that illustrate how much weight someone lost by contrasting them.

e. Translation

Translation involves identifying the word and its corresponding meaning. It can be done either directly or indirectly. In order to explain the word to their students, the teacher used both English and Indonesian languages for translation. As stated by Andriani and Widiastuti (2020), while translation is a convenient method of conveying word meanings, it is not without its challenges. Firstly, it can be difficult to accurately translate words. Secondly, it may make it too effortless for students, which could discourage them from engaging with the words.

f. Explanation

Explanation is one of the general strategies that used by the teacher in teaching English especially vocabulary. Explanation means that teacher provide such an information about topic that she taught that time. According to Liyaningsih (2017), explaining vocabulary items can be challenging for teachers, particularly at the beginner and intermediate levels. It's essential to provide information on when and how these items can be used. An explanation is a statement that highlights the context and consequences of an object, process, state of affairs, etc. and its relationship to rules or laws. Some explanations may be implicit. According to

Andriani and Widiastuti (2020), when giving verbal explanations, teachers can use techniques that generate interest when teaching the form of the word. For instance, they can use codes or scrambled letters to indicate the meaning (such as synonyms, antonyms or descriptions).

g. Presentation

Presentation is one of the best ways to introduce new words in the classroom. There are numerous opportunities to employ presentation as teaching strategies. In this technique, the teacher can use media such as, realia and picture to deliberate the lesson (Munawwarah, 2021).

h. Enumeration

An enumeration is an arranged list of every item in a collection and we can use this to present meaning. We can say “clothes” and explain this by enumerating or listing various items. For example, if the teacher is teaching about clothes, she can list numerous clothing items such as a shirt, dress, skirt, pajamas, etc (Alqahtany, 2015).

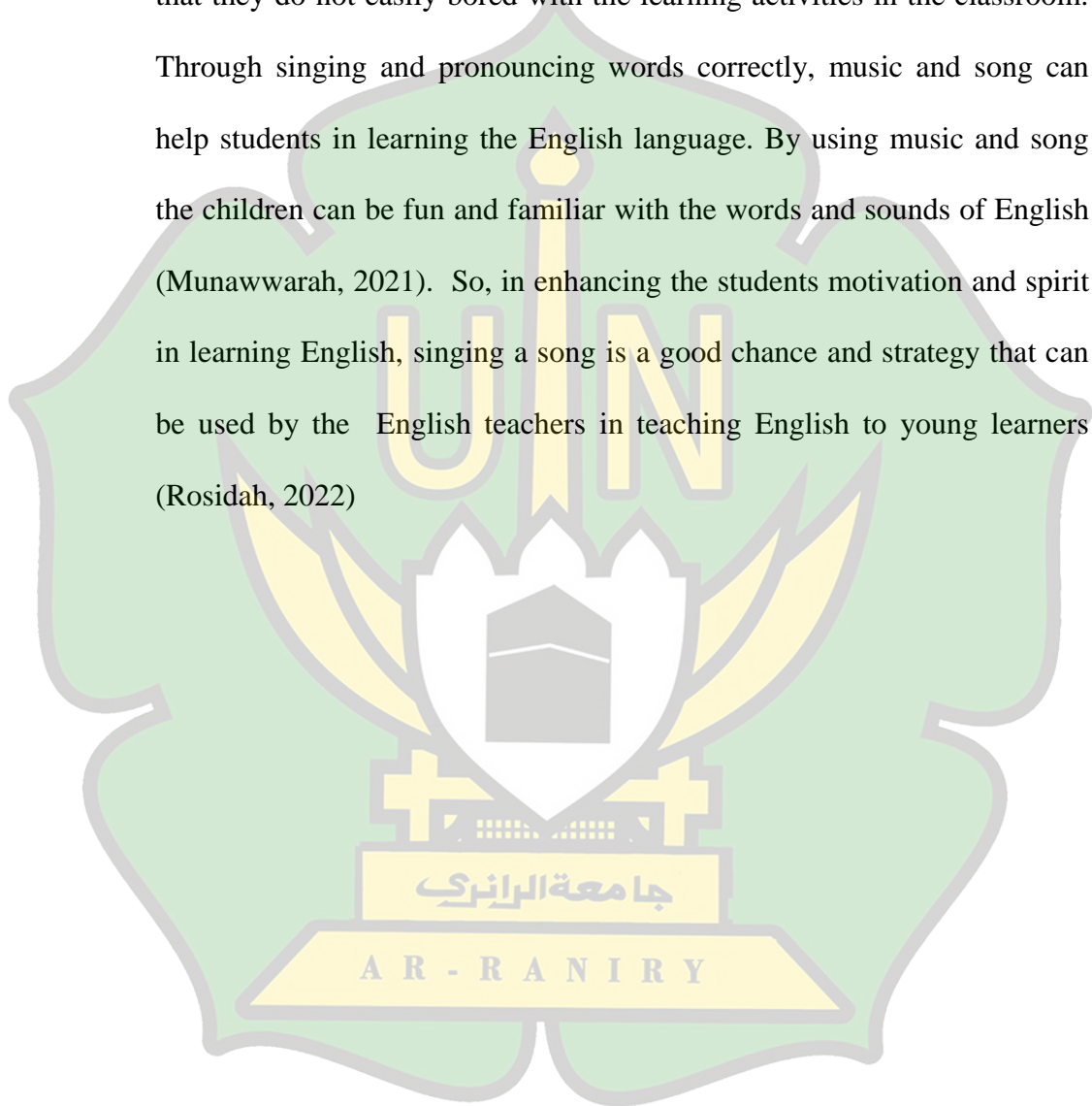
i. Game

As said by Akdogan (2017), various advantage from using games as a teaching strategy are: (1) games help to prevent the monotonous learning process; (2) games are often connected with fun which can minimize the nerves; (3) game also helps the teacher to establish a useful and meaningful context of language.

j. Song

Songs have a long history of being utilized in education and are still used

today. Children have gained a better understanding of their tribe' s history, culture, and language through singing with family and friends. This strategy can help young learners stay interested in language acquisition so that they do not easily bored with the learning activities in the classroom. Through singing and pronouncing words correctly, music and song can help students in learning the English language. By using music and song the children can be fun and familiar with the words and sounds of English (Munawwarah, 2021). So, in enhancing the students motivation and spirit in learning English, singing a song is a good chance and strategy that can be used by the English teachers in teaching English to young learners (Rosidah, 2022)



CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

We require research design in order to perform research. The term "research design" describes a method for integrating the many elements of research initiatives in a logical and coherent manner. Varied specialists have different definitions of what study design means. As stated by Creswell (2009:3) research design consists of specific strategies and procedures for data collecting and analysis.

This study conducted a case study used qualitative methodology. Crocker and Heigham (2009) propose “case studies are empirical investigations of contemporary phenomena within real- life contexts in which they comprise a bounded system, including an individual or entity and setting in which they act.”. Qualitative research aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans’ lives and social worlds.

Qualitative research is defined as a subjective approach that is used to describe and give meaning to life experience. It is an inductive, comprehensive, emphatic, subjective, and process-oriented methodology that is used to comprehend, interpret, describe, and create a hypothesis about a phenomenon situation (Morse & Field 1996). In qualitative research, words, language, and experiences are used more often than measurements, statistics, and numerical values.

B. Research Site and Participant.

The research location is the place where the research analysis unit takes place. This research conducted at three Islamic elementary school in Sabang;

1. MIN Paya Seunarathat located at Jln. Paya Seunara, Iboih, Sukakarya Sabang city, Aceh, Indonesia,
2. MIN Anoi Itam that located at Jln. Ujong Kareung, Anoi Itam, Kec. Sukajaya, Sabang city, Aceh, Indonesia,
3. MIN Sabang that located at JL. Maimun Saleh, Cot Bau, Sukajaya, Sabang city, Aceh, Indonesia.

These location was purposively chosen based on the purpose of the study to know the English Teacher strategy in teaching vocabulary for young learner.

The participants in this study were three English teacher at islamic elementary school Sabang and the three class that they teach. In selecting the participant, the researcher used purposive sampling. The researcher selects the teachers purposefully who fulfilled the criteria; English teachers who have been teaching English to young learners in that school for more than one year and teach more than one class.

C. Method of Data Colection

In order to make the work more efficient and effective when conducting research, the researcher needs to use a range of methods and instruments. The data collection method are the techniques and tools that researcher use to collect the data.

In this study the researcher used several procedure and method. The procedures of data collection are as below :

1. The researcher met the head master of MIN Sabang, MIN Paya Seunara, and MIN Anoi itam
2. The researcher asked the head master to recommend English teacher who were suitable for the study.
3. The researcher met the recommended teacher and asking for their permissions to conduct the interview and the observation
4. The researcher conducted the interview with recommended teacher
5. The researcher conducted the observation to English class
6. The researcher asked for research statement letter from the school

Also, the methods of data collection that the researcher applied are interview and observation:

1. Interview

According to Ary (2010), interviews are a widely used method for collecting qualitative data. An interview is a conversation between an interviewer and respondent that consist of the question that will be asked by the interviewer to collect the information from the respondent. To avoid misunderstandings and to get a lot information from respondent, the interview were conducted in Indonesian. The number of participants who were interviewed are 3 English teachers.

This interview conducted in semi stucture interview. According to Ahlin (2019) Semi-structured interviews are a technique in data collection that combines

pre-planned survey questions with open-ended questions and subsequent questions from the interviewer. Based on their initial response, the respondent is given the chance to elaborate these inquiries. This interview used semi structure interview to find out more detailed information with open-ended question from respondent about teachers' strategies and challenges in teaching English vocabulary for young learners at Islamic elementary school sabang.

In order to foster a relaxed environment, the researcher conducted the interviews used a friendly and informal approach. The researcher used this approach in order to make the respondents feel comfortable so they can give the detailed responses to the researcher's questions. The researcher had prepared a list of question in advance of the interview to find out the strategies used and the challenge faced by teachers in teaching English vocabulary. When collecting data from interviews the researcher was follow the steps:

- a. Researcher arranged the interviews' questions that will be asked to the selected teachers.
- b. Researcher was setting up recorders to record the answers from respondents.
- c. Researcher used prepared question to ask and speak politely
- d. Researcher recorded the answers to gain exhaustive information about the teaching.

2. Observation

Observation is a research method that involves systematically and carefully examining phenomena as they occur. In research design there were participant

observation, non-participant observation, structured observation unstructured observation direct observation, indirect observation, disguised observation, undisguised observation, human observation and mechanical observation. The steps that followed by the researcher in making observations are:

- a. Researcher prepared observation sheets based on the observation list
- b. Researcher asked for the English teacher permission to join the class,
- c. Researcher joined the class,
- d. Researcher observed when teachers were teaching at English Lessons,
- e. Researcher made the observations notes during observations.
- f. Researcher took the photo for documentation

The researcher conducted non- participant observations. Non- participant observation is the observation which the researcher observing the activities or behaviors being studied without actively participating. The researcher conducted non- participant observation to not disturbing the teaching in the classroom and to get more reliable and objective data. The information gathered from these observations as field data and utilized to address research concern. Observational data in this study was regarded as secondary data because it was documented by the researcher after the events being studied happened. These data give the researcher new perspectives on the phenomena being studied and help the researcher to improve the comprehension and to analyze the actions, interactions, or the meanings of events.

D. Method of Analysis

Data analysis is the process of arranging and analyzing data in order to present patterns and relationships. In qualitative research, data analysis comprises the following steps: first the data (written or visual, such as transcripts or photographs) must be prepared and organized for analysis; next, the data must be reduced into themes by coding and condensing the codes; and last, the data must be represented in the form of figures, tables, or discussion (Creswell, 2013).

Qualitative data analysis techniques in this study were obtained from the results of thematic analysing in interviewing and observing teacher strategy and challenges in teaching English vocabulary to young learner using the following techniques:

- a. Data reduction: summarizing, selecting key points, focusing on important things, removing unnecessary things, making it easier in researching
- b. Data displaying: in the form of short descriptions, charts or text relationship between categories
- c. Drawing conclusions and verification: conclusions, maybe answers problem, maybe not, the conclusion is expected new findings

CHAPTER 4

RESULT AND DISCUSSION

A. Result

This study were conducted with theinterview and obsevation. The data from interview and observation aimed to answer the research question about what are teacher's strategy and challenge in teaching English vocabulary to young learner at three Islamic elementaries school in Sabang.

1. Interview

The interview data were obtained from three English teachers of three Islamic elementary schools in Sabang; their initials are MRU, NA, and ST. MRU is the English teacher at MIN Sabang who taught ten classes at MIN Sabang and has taught there for more than two years and she graduated from Department of English Language Education at Syiah Kuala University in 2015. NA is the English teacher at MIN Paya Seunara who taught four classes at MIN Paya Seunara and has taught there for more than seven years and she graduated from Department of English Language Education at Serambi Mekkah University in 2007. ST is the English teacher in MIN Anoi Itam who taught three classes in MIN Anoi Itam and has taught there for more than five years and she graduated from Muhammadiyah University at 2005 majoring in Islamic Religious Education and now she is P3K teacher.

a. Teacher strategies in teaching English vocabulary to young learners at three Islamic elementary school in Sabang

In teaching and learning, language is the essential thing because language help the teachers and students to interact and communicate with each other. Vocabularies have a big role in language. The following are the answer from the question about the importance of vocabulary before teaching English language according to the English teacher at three Islamic school in Sabang:

"Eeee.....of course vocabulary is very important.. e.. before starting the lesson because later during the teaching and learning process there will be words that they have to understand...e... in the learning process. It will be very influential for them, because the basis of English is vocabulary, if they don't know the vocabulary, how will we continue to introduce other things."

(Informant MRU, September 26, 2023)

"It is very important, because to start or remember children must be able to memorize the vocab that has been given by the teacher"

(Informant NA, September 27, 2023)

"It's very important, so that students understand better when eeee...there is a question or how to answer...or how to start a conversation for example."

(Informant ST, September 30, 2023)

Based on these answer, teaching English vocabularies are very important and have great impact for student because vocabularies are the basic of English language and the students need to master it before beginning the lesson to help them in communicating

Additionally, material is also played the big role during the learning and teaching because it help the teachers to determine the suitable teaching strategies that will used. The following are the answer from the English teacher from three

Islamic elementaries school in Sabang based on the question : what are the teaching material that you taught in this semester?

"For class one there is greeting and parting material, then there are numbers and...parts of the body...while for class six it's about hobbies"
(informant MRU, September 27,2023)

"In fifth grade, that seems like the time, in fourth grade they learn about objects in the room, such as what the objects are in the classroom, what the objects are in the kitchen, then later they will be taught the function of these objects and related the function of these objects to daily activities"
(informant MRU, September 26,2023)

"This semester there is food and drink, then about letters, and things like public places and ...hobbies"
(informant NA, September 27,2023)"

"in the fifth grade...e.. there was time, then there was....clothing, then the directions"
(informant NA, September 27,2023)

"about introduction to situation and things in class, about hobbies, and about food and drink"
(informant ST, September 30,2023)

The material that taught by MRU are: greeting and parting, numbers, part of bodies, hobbies,time, and the thing in the room. The material that taught by NA are:food and drink, letter,public place,hobbies,time,clothes, and directions. The material that taught by ST are: the thing around classroom, time, hobbies, and food and drink.

In the same way as material, media is also important in learning and teaching. Increasingly diverse media will impact to the more various teaching strategy that can be used. Based on the questions: What are the learning media that provided in this school for teaching English vocabulary? And what are the learning media that

you use in teaching English to your students? the following are the answer from MRU, NA, and ST :

“If the media from school it's usually is an English textbook and the title is My Next Words. And apart from books, usually I use pictures, and...we talking about media, right? Usually I also use a whiteboard to teach and explain things.”
(informant MRU, September 26, 2023)

“E...apart from the printed books provided by the school, there are other media, but the media is usually the teacher who creates it. for example, like time, I brought a clock earlier, for another example are, food and drink we can bring the real food that are related, for example, like eggs...bananas...like earlier is about the clocks, and the media can be the real clocks or handrawing clocks.”(informant NA, September 27, 2023)

“Apart from books at school, it usually is the real objects, for example the items in this class”
(informant ST, September 30, 2023)

The media used by MRU in teaching are the book with title My Next Words, pictures and whiteboard. The media that used by NA are: the textbook from the school and realia. And the media that used by ST in teaching are textbook and realia.

Furthermore in teaching and learning process, there is a technique to help the teacher and student during the teaching and learning. These are several answer from MRU, NA, and ST based on the interview question: What are your strategy in teaching English vocabulary for young learner?

“Apart from using pictures, the strategies I use are usually like singing songs and games. Usually the games used are emmmm... like handman, e...or this maim... mimic, right? style of guessing body movements...that's for vocabulary, like the verbs.”
(informant MRU, September 26, 2023)

“Yes, I often directly bring the real thing, for example is the clock, or sometimes I hand out papers or card and then making quizzes or games like that. And if there's enough time, sometimes the children are often brought along with singing. But, if they don't have time, that's enough just until the end of subject without singing. Um.... and apart from that, it seems like there are also memorization techniques, for example, I go to class then I write the material on the whiteboard with a vocabulary list, then later I pronounce it like that, and then I tell the children to follow with the way I pronounce it. then repeat it until they memorize it, then I'll ask them again.”

(informant NA, September 27,2023)

“Aaa...for vocabulary introduction, I usually use techniques like giving cards, or giving pictures, then writing the words on the board and explain it then I teach them how to pronounce it and then there are also other techniques like playing games, I used this because children are prefer to play rather than study too seriously, I give them a break like playing games so they don't get too bored”

(informant ST, September 30,2023)

From the answer about teaching technique, MRU used game, song, mimic, and picture in teaching her student. NA used game, flashcard, song, realia, and memorization in teaching her student. And ST used flashcards, picture, game, and explanation in teaching her student.

b. Challenge in teaching English vocabulary to young learners

Teaching English vocabularies to young learners is the challenge task for the teacher. These are several answer from MRU, NA and ST from the question:

What are your challenges in teaching English vocabulary for young learner?

“e....the challenge is that.. em...from the environment, maybe the another class is a bit noisy, so the children n the class that I teach are disturbed with their hearing. And also it comes from their cognitive development, also from their attention that sometimes is disturbed by the naughty friends.”

(informant MRU, September 26,2023)

"Apart from environmental factors, other challenge is that I have to be able to create a variety of fun activities so that children don't get bored. Then,

in preparing the vocabulary that I will teach, I usually have to make a list of the vocabulary that is really needed, in an amount that is appropriate to their level and their abilities. I teach in many classes so, understanding what my students need and using the suitable strategy is a challenge for me"

(informant MRU, September 26,2023)

“yes, its normal for children to happen, sometimes we as adults still make mistakes in spelling what else for children”

(informant MRU, September 26,2023)

"For lower level children, if their pronunciation has to be good they can't, because they don't have outside tutoring and only learn English at school during study time, and apart from that, they speak regional languages and Indonesian. for pronounce.... for children to understand it takes time so it can't be done instantly. And if the problem from their attention which is distracted, they are still the children and to focus on us is difficult, there are definitely those who look left and right, walk back and forth, lit their legs, and talk to friends. Things like that definitely exist if we teach children"

(informant NA, September 27,2023)

“At MIN Anoi Itam because the school is in the village. for children it is difficult to understand aaaa... how to pronounce English vocabulary, they like it, but the way to answer it is a bit difficult,for aaa..speaking it is also difficult,because even though we only speak Indonesian they find it difficult to understand and aaa it's easier for them to speak with Acehnese...so it seems like the child in speaking with English they need to repeat it several times in pronouncing it. they also lack of vocabulary.the children learn vocabulary several times by repeat one by one vocabulary until they memorize it,so the learning doesn't continue and takes the times and their vocabulary is just around there. Then their few number of students sometimes becomes a challenge because they seem less motivated to compete with other students,especially those who don't actually use English at home."

(informant ST,September 30,2023)

The challenge that faced by MRU in teaching English vocabulary to young learner are come from the noise from another classes which is disturbed her students attention during the learning process, students' boredom which is need for various fun activity, students' need for English vocabulary that require her to

choose the suitable vocabulary based on their level, and student mistake on pronouncing and spelling the words. And the challenge that faced by NA in teaching vocabulary to young learners come from the rarely use for English environment, students' short spent attention, and students' low level of pronunciation. And the challenge that faced by ST in teaching English vocabulary to young learner are students' difficulties in pronouncing English, students' lack of vocabulary and motivation for competing which others.

2. Observation

1. Observation in Mrs. MRU's English class at MIN Sabang.

The observations held on September 26, 2023. The teacher was Mrs.MRU. She taught in class VI/C MIN Sabang. She has her own English class, the number of students in class VI/C is 25 students, there were 14 male students and 11 female students. The content of the lesson she taught on that day was about hobbies. The learning objective was to make the students understand how to tell about their personal hobbies or someone's hobbies. The learning objective was related to language and content. The classroom is painted blue and full of picture and photos. Students' desks and chairs were arranged in groups and the teacher's desk is in the left corner of the classroom right in front of the door. She used games (mime), translation, explanation, presentation, and enumeration as strategies in teaching. The teacher began the lesson with greetings and prepared the students for the teaching and learning process. She introduced new vocabulary by presented a list of words on the whiteboard, explained them, translated the

words, and made the mime games with the new words. Students practiced a new language by paired with another student, demonstrated the listed words, guessed the meaning of the words and translated them. In the teaching and learning process students were actively involved, all students were participated in answering the teacher's questions, they were enthusiastic and enjoyed the learning. The teacher assessed the student achievement by asked several questions related to the lesson. The rewards and correction were given by the teacher as the feedback. The problems faced by teachers were the students who cannot sit in their seats for more than 10 minutes and the student who were excited to answer questions even though it was not their turn. The teacher solved this problem by asked the student to sit and to be patient in waiting their turn. Then the teacher ended the lesson by giving them the homework.

2. Observation in Mrs. NA's English class at MIN Paya Seunara.

The observations held on September 27, 2023. The teacher is Mrs. NA. She taught in class V MIN Paya Seunara. She has her own English class, the number of students in class V is 24 students, there were 18 male students and 6 female students. The content of the lesson she taught was about Time. The learning objective was to make the student capable to tell, to indicate and to demonstrate time in English correctly and according to the context used. The classroom was painted yellow and there were small boats, a reading corner, a fan and pictures of Indonesian food on the walls. The students' desks and chairs were arranged in three rows and the teacher's desk is in the left corner of the classroom. she used realia, picture, game, translation, explanation, and presentation as

strategies in teaching. The teacher began the lesson with greetings, checked the attendance list and prepared students for the teaching and learning process. In order to gain the learning objectives, she brought a clock and presented it, then explained it to the students, and she also drew a picture of a clock on the whiteboard, she also distributed the pieces of paper and asked her students to draw a clock on it, she also made a game which required students to have a conversation about time, and she also translated the words that related to the time. In the teaching and learning process, students were often asked questions, they were enthusiastic, and were positive in learning. The interaction between students and teachers was good, the teacher often comes to the students' desks, showed them the clock, taught them how to pronounce and indicate the time, asked them to telling the time, asked them about their difficulties during learning, and corrected the students' wrong answers. Teachers assessed student achievement by asked the students several questions with face-to-face. The teacher provided feedback to students by corrected the mistakes directly at that time. The problem faced by teachers was the students who feel embarrassed to answer questions, so teacher gave the motivation to students to be brave. The teacher ended the lesson by giving assignments to students to continue their drawing at home.

3. Observation in Mrs. ST's English class at MIN Anoi Itam.

The observations held on September 30, 2023. The teacher was Mrs. ST. She taught in class IV MIN Anoi Itam. She has her own English class, the number of students in class IV are 13 students, there were 6 male students and 7 female students. The content of the lesson she taught on that day was about the thing in

the classroom. The learning objective was to introduce the students about the things around classroom. The classroom is painted green and full of picture and photos. Students' desks and chairs were arranged in groups. The teacher used picture, translation, explanation, and presentation as strategies in teaching. The teacher began the lesson with greetings and checked students' stationery and prepared the students for the teaching and learning process. She introduced new vocabulary by presented a picture, touched the realias, explained that, translated the words, and taught students how to pronounce the thing. Students practiced a new language with following the teacher's pronunciation and memorizing the new words. The activity in the class were fun and the students were very excited, all of them followed the teacher's instruction. The teacher assessed the student achievement by giving them the quizzes. The problems faced by teachers were the students' difficulty in understanding the English vocabulary translation. The teacher solved this problem by translated the words into Acehnese and then translate it into Indonesian and then translate it into English language. Then the teacher ended the lesson with do'a and give the students the motivation to keep study hard.

B. Discussion

Vocabulary is the collection of words used by an individual to express their ideas, and it is an important component of language. According to Dewi et al (2019) vocabulary is an essential factor that connects speaking, listening, reading, and writing skills. The students' English language mastery is depend on the

amount of the vocabulary that they possess. Based on the interview, three of the teachers in Islamic elementary school in Sabang agreed that teaching English vocabulary is important before teaching English language because vocabulary is the basic thing in teaching the language and vocabulary helps the students and teacher to communicate.

a. Teacher strategies in teaching English vocabulary to young learner

In language teaching, there are teaching materials which determine the suitable teaching strategies to use. According to Amadioha (2009), instructional materials are alternate modes of communication that a classroom teacher might employ to help a student understand an idea throughout the teaching and learning process. Instructional materials aid in providing variety of ways messages are delivered. The materials that were taught by three teachers at Islamic elementary school in Sabang are: greeting and parting, numbers, parts of bodies, hobbies, time, the things in the room, food and drink, letters, public places, clothes, directions, and the things around the classroom.

In teaching a language, the teacher must know the learning media. According to Puspitarini (2019), learning media can be defined as a hardware or software tool used by teachers to provide materials to students during the learning process. Media is anticipated to make learning more effective and efficient in accordance with the objective of learning. Based on the interview and the observation, the learning media that were used by three English teachers at Islamic elementary school in Sabang are realia, textbooks, pictures, and the whiteboard.

There were diverse teaching techniques and strategies that can be used in

teaching English vocabulary to young learner. According to Charty (1995), the best way of teaching vocabulary is not teaching the students to memorize but also teaching them to pronounce, to spell, and to use it in context. And according to Nurhadi (2012) the principles in teaching young learner area) Activities should be simple and easy for children to understand. b) Tasks given should align with the child's ability level. c) Listening and speaking skills should be practiced often. d) Writing activities that may be too difficult for children should be avoided.

According to Munawwarah (2021), the common techniques in teaching English vocabulary to young learner are playing games, using the picture, using realia, using action/mime/ gesture, memorizing, translating, and singing a song. Each of teacher has different teaching strategy, based on the interview and observation the teaching strategy that used by MRU as the English teacher at MIN Sabang are playing game, singing a song, using mimic, using enumeration, using presentation, using explanation and using picture. The teaching strategy that used by NA as the English teacher at MIN Paya Seunara are playing the game, presenting the flashcard, singing the song, presenting the realia, and using explanation and memorization. Also, teaching strategy that used by ST as the English teacher at MIN Anoi Itam are using flashcards, presenting picture, playing the game, and using explanation. Based on this, the researcher found that, the common teaching techniques and strategies that used by three teachers at Islamic elementary school in Sabang for teaching English vocabulary to young learners were playing the games, using mime/action/gesture, using picture, using realia, using translation, using memorization, using presentation, using

explanation, and using enumeration.

b. Teacher challenge in teaching English vocabulary to young learners

In every teaching and learning process, there were the problems and challenges that faced by the teacher. Based on the result from interview and observation, the problems in teaching English vocabulary for young learner that faced by three teachers at Islamic elementary school in Sabang are comes from the rarely use for English environment, students' difficulties in pronouncing and spelling the words, students' lack of motivation and vocabulary, and students' short spent attention.

1) The environment/ rarely use of English

The environment has the big role in learning and teaching because it can influence the quality of students' learning. From the result, the problem that faced by the English teacher at Islamic elementary school in Sabang was the rarely use for English in the environment, because the students in their daily activity were using Acehese or Indonesian language. The students only use the English language at study time at the school so they do not accustomed with the English language.

2) Students' difficulties in pronouncing and spelling the words.

According to Thornbury (2004), there are six factors that make some words more difficult: Pronunciation, Spelling, Length and Complexity, Grammar, Meaning, Range, Connotation and Idiomaticity. From the research result, the young learner at three Islamic elementary school in Sabang still difficult in spelling and pronouncing the words.

3) Students' lack of motivation and vocabulary

According to Kamsinah et.al (2021), since motivation provides effectiveness in learning activities, lack of motivation can be said as one of factor that can create the obstacle in learning. Based on the interview data and the observation the researcher found that, the students at MIN Anoi Itam are lack of vocabulary and seem less motivated to compete with other students due to the lack numbers of students.

4) Students' short spent attention

Teaching young learners is a challenging task due to their characteristic which is they have the short spent attention. This statement is supported by the result that showed based on the interview and observation data, the students in MIN Sabang are unable to focus on learning more than 10 minutes and also their attention are easily disturbed



CHAPTER 5 CONCLUSIONS AND SUGGESTION

A. Conclusions

The media of learning that were used by three English teacher at Islamic elementary school in Sabang are realia, textbook, picture, and the whiteboard. The material that were taught by three teacher at Islamic elementaries school in sabang are: greeting and parting, numbers, part of bodies, hobbies, time, the thing in the room, food and drink, letter, public place, clothes, directions, and the thing around classroom. And the common teaching strategy that implemented by three teachers at Islamic elementary school in Sabang in teaching English vocabulary were playing the games, using mime/action/gesture, using picture, using realia, using translation, using memorization, using presentation, using explanation, and using enumeration. Also, the problems in teaching English vocabulary for young learner that faced by three teachers at Islamic elementary school in Sabang are comes from the rarely use for English, students' difficulties in pronouncing and spelling the words, students' lack of motivation and vocabulary, and students' short spent attention.

B. Suggestion

To complete this research some suggestions were provided for the school, the English teacher who taught the young learner and for the other researcher who will conduct the same topic

1. For the school

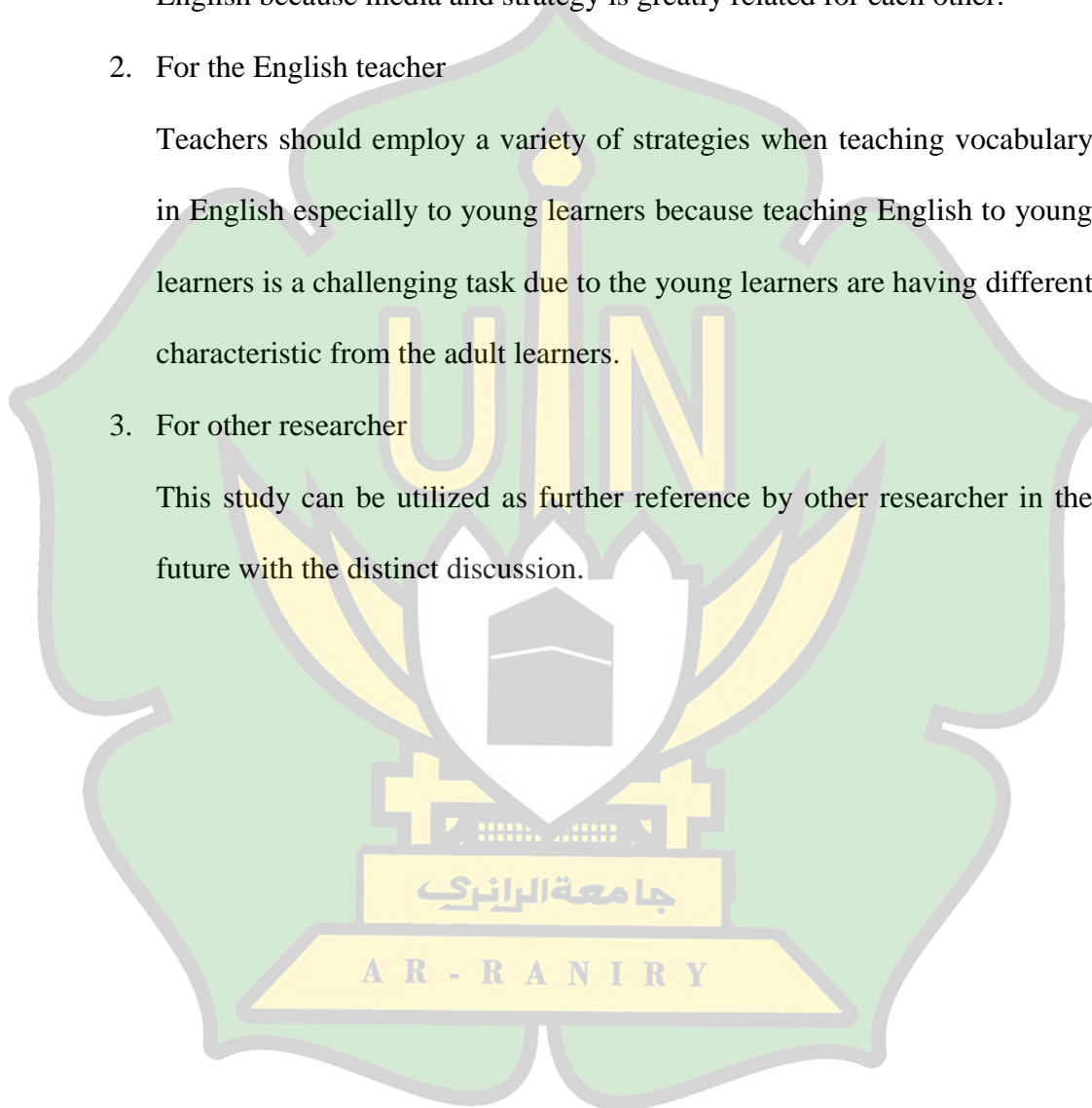
The school should provide the various media for the example is LCD projector to help the teacher in employing various strategy in teaching English because media and strategy is greatly related for each other.

2. For the English teacher

Teachers should employ a variety of strategies when teaching vocabulary in English especially to young learners because teaching English to young learners is a challenging task due to the young learners are having different characteristic from the adult learners.

3. For other researcher

This study can be utilized as further reference by other researcher in the future with the distinct discussion.



REFERENCES

- Amadioha, S. W. (2009). The importance of instructional materials in our schools an overview. *New Era Research Journal of Human, Educational and Sustainable Development*, 2(3), 4-9.
- Ary, D. (2010). *Introduction to Research in Education*. Limited Stated of America, CBS College Publishing.
- Agassy, F. S. (2020). Improving early childhood students' english vocabulary by using animal pop up slide media in Tk Aisyiyah Dolopo. *Edupedia*, 4(1), 65. <https://doi.org/10.24269/ed.v4i1.427>
- Agazzi, A. (2022). The importance of learning vocabulary for young learners *International Journal of Multicultural and Multireligious Understanding The Importance of Learning Vocabulary for Young Learners*, 9 (8), 56–60.
- Akdogan, E. (2017). Developing vocabulary in game activities and game materials. *Journal of Teaching and Education*, 7(1), 31–65. <https://files.eric.ed.gov/fulltext/ED617641.pdf>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Andriani, R., & Widiastuty, H. (2020). Teacher strategies in teaching English vocabulary to young learner at SDN Percobaan Palangka Raya. *Proceedings of the 4th INACELT (International Conference on English Language Teaching)*, 4 (1), 265 -275. <http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt>
- Brown, H. D. (2000) *The principles of language learning and teaching*. United States: Pearson Education.
- Cameron, L. (2001). *Teaching languages to young learners*. NY: Cambridge University Press.
- Charty, M. (1995). *Discourse analysis for language teachers*. NY : McMillan Inc.
- Creswell, J. (2009). *Research design qualitative, quantitative and mixed methods approacher* (3rd ed). American: Sage.
- Creswell, J. (2013). *Qualitative inquiry & research design : Choosing among five approaches* (3rd ed). United States of America: SAGE Publication, Inc.
- Crocker, R. A., & Heigham, J. (2009). *Qualitative research in applied linguistics A practical introduction*. NY : Springer..
- Deni, R., & Fahriany, F. (2020). Teachers' perspective on strategy for teaching English vocabulary to young learners. *Vision: Journal for Language and Foreign Language Learning*, 9(1), 48–61. <https://doi.org/10.21580/vjv9i14862>
- Dewi, L. O., Sofian, S., & Riyanti, D. (2019). The effectiveness of hot seat game for teaching vocabulary. *Jurnal Pendidikan Dan Pembelajaran*, 8(9), 1–10. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/35610>
- Freeman, H. (1973). The concept of teaching. *Journal of Philosophy of Education*,

- 7(1), 7–38. <https://doi.org/10.1111/j.1467-9752.1973.tb00470.x>
- Ghasemi, B., & Hashemi, M. (2011). Foreign language learning during childhood. *Procedia - Social and Behavioral Sciences*, 28, 872–876. <https://doi.org/10.1016/j.sbspro.2011.11.160>
- Harmer, J. (1991). *The practice of English Language teaching*. London: Longman
- Harmer, J. (2007). *The practice of English language teaching (4th ed)*. London: Longman
- Hartina, S., Salija, K., & Amin, F. H. (2019). Teachers' techniques in teaching English to young learners at TK Bambini school at Makassar. *Indonesian TESOL Journal*, 1(1), 78–88.
- Hayati, A. R., Afriani, Z. L., & Akbarjono, A. (2021). Teacher's teaching strategies in EFL class. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(3), 330–341. <https://doi.org/10.52690/jadila.v1i3.126>
- Haycraft, John. (1978). *An introduction to English language teaching*. Great Britain: Longman Group, Ltd.
- Hazar, E. (2020). Use of digital games in teaching vocabulary to young learners. *Educatia* 21, (19), 98-104.
- Hesti, W. S. (2022). Improving students' vocabulary mastery through blindfold game: A Classroom action research with the eighth grade students of SMP Negeri 2 Hulu Gurung in the academic year of 2021/2022. Doctoral dissertation. IKIP PGRI Pontianak.
- Iman, A. (2016). Vocabulary teaching techniques: A review of common practices. *International Journal of Research in English Education*, 1(1), 22–30. <http://ijreeonline.com/article-1-25-en.html>
- Kamil, M., & Hiebert, E. (2005). *Teaching and learning vocabulary: Bringing research to practice*. London : Lawrence Elrbaum Associates Publisher
- Kamsinah, K., Nurasik, N., & Said, A.M. (2021). The difficulties in teaching English vocabulary faced by the English teachers at MTS Madani Pao-Pao Makasar. *English Language Teaching for EFL Learners*, 3(2), 54-62
- Kurniasih, E. (2011). Teaching the four language skills in primary EFL classroom. *Journal of English Teaching*, 1(1), 70-81.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. oxford University
- Liyaningsih, G. (2017) *Teachers' Strategies in Teaching English Vocabulary to Young Learners (A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016)*. S1 Thesis. The State Islamic Institute of Surakarta
- MacKey, P. (2006). *Assessing young language learners*. Cambridge: Cambridge University Press.
- Morse, J. M., Field, P. A., Morse, J. M., & Field, P. A. (1996). *Nursing research: The application of qualitative approaches*. Boston : Springer.
- Munawwarah. (2021). *Teachers' Strategies in Teaching English Vocabulary to Young Learners*. S1 Thesis. Universitas Islam Negeri Ar- Raniry.
- Nunan, D. (2010). *Teaching English to young learner*. California: Anheim

University Press.

- Nurhadi, A. (2012). Teaching English to young learners : Pengajaran bahasa inggris pada anak usia dini. *Educate*, 1(1), 1-4.
- Octaviany, Y. (2007). *The application of Total Physical Response in teaching English vocabulary to the fourth grades*. S1 Thesis. Universitas Negeri Semarang.
- Phillips, S. (1993). *Young learners*. NY : Oxford University Press.
- Pikulski, J.J. & Templeton, S. (2004). *Teaching and developing vocabulary: Key to long-term reading success*. Current reseach in reading / Language arts by Houghton Mifflin Company. Retrieved from http://www.eduplace.com/marketing/nc/pdf/author_pages.pdf
- Pinter, A (2006). *Teaching English to young learners*. NY : Oxford University Press
- Pratiwi, A. W., Atmowardoyo, H., & Salija, K. (2022). The use of Indonesian in teaching English as the foreign language. *Journal of Art, Humanity, and Social Studies*, 2(3), 57-66.
- Puspitarini, Y. D., & Hanif, M.(2019). Using learning media to increase learning motivation in elementary school. *Anatolian Journal of Education*, 4(2), 53-60.
- Pustika, R. (2021). A conversational analysis encountered by English young learners: A pedagogical experience. *Indonesian EFL Journal*, 7(1), 89–96.
- Rahmadhani, P. A. (2015). Techniques in teaching vocabulary to young learners at LIA english course. *TELL-US Journal*, I(2), 1–8.
- Richards, J. C., & Schmidt, R. (2010). *Dictionary of language teaching and applied linguistics*. (4th ed). Great Britain : Pearson.
- Rohmah, Z. (2005). English as a global language: Its historical past and its future. *Jurnal Bahasa & Seni*, 33(1), 106-117.
- Rosidah, M. (2022). *The use of singing songs strategy in teaching speaking skill at Intensive Program of UPT P2B IAI Darussalam in academic years 2021/2022*. S1 Thesis. Islamic Institute of Darussalam
- Scott, Wendy A. and Ytreberg, Lisbeth H. (1993). *Teaching English to children*. Harlow: Longman.
- Scott, Wendy A and Lisbeth H. Yteberg. (2010). *Teaching English to children*. Harlow: Longman.
- Sehan, Z. (2018). An investigation on the last year EFL university students “ ideas on using story in teaching English to young learners. *Journal of Language and Linguistic Studies*, 14(1), 125–138.
- Shabir, M. (2014). Investigating teacher’s practices of TPR method in teaching vocabulary to young learners. *English Journal*, 8(1), 56-67.
- Suhendan. (2013). Using Total Physical Response method in Early childhood foreign language teaching environment. *Social and Behavioral Sciences*, 93, 1766- 1768.
- Tarigan, H. G. (2009). *Pengajaran kedwibahasaan*. Bandung: Angkasa.
- Thornbury, S. (2004). *How to Teach Vocabulary*. London: Longman
- Zucker, T. A., Cabell, S. Q., & Pico, D. L. (2021). Going nuts for words :

Recommendations for teaching young students academic vocabulary.
International Academic Association. 74(5), 581–594.



APPENDIX A : APPOINTMENT LETTER OF SUPERVISOR



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7635/UN.08/FTK/KP.07.6/07/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH 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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

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 Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 13 Juni 2023

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Nashriyah, M.A
2. Mulia, S.Pd.I., M.Ed
Untuk membimbing Skripsi :

Nama : Aida Safitri
NIM : 190203044
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teachers' Strategies for Teaching English Vocabulary to Young Learners: A Case Study at an Islamic elementary school in Sabang, Aceh

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sejak akhir semester Ganjil Tahun 2023

KEEMPAT : 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: 21 Juli 2023
Dekan

AR - RANIRY


Saiful Mujib

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B: RECOMENDATION LETTER FROM FAKULTAS TARBIYAH DAN KEGURUAN



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

Nomor : B-10740/Un.08/FTK.1/PP.00.9/09/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Sekolah MIN Paya Seunara
2. Kepala Sekolah MIN Sabang
3. Kepala Sekolah MIN Anoi Itam

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AIDA SAFITRI / 190203044**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Lam Kuta, Blang Krueng, Baitussalam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **TEACHERS' STRATEGIES FOR TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS (A Case Study at Islamic Elementary School in Sabang, Aceh)**

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


Banda Aceh, 21 September 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 21 Oktober
2023

AR - RANIRY Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C: CONFIRMATION LETTER FROM MIN SABANG



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SABANG
MADRASAH IBTIDAIYAH NEGERI SABANG
 Jalan Maimun Saleh Gampong Cot Ba'u
 Telepon (0652) 21792; email: minnegerisabang@gmail.com

SURAT KETERANGAN
 Nomor :B-248/Mi.01.08/Pp.01.2/09/2023

Yang Bertanda Tangan di bawah ini,

Nama : Nadiyah, S.Pd.I
 Nip : 197507101999052001
 Jabatan : Kepala MIN Sabang

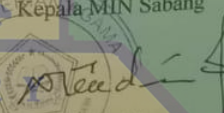
Dengan ini menerangkan bahwa

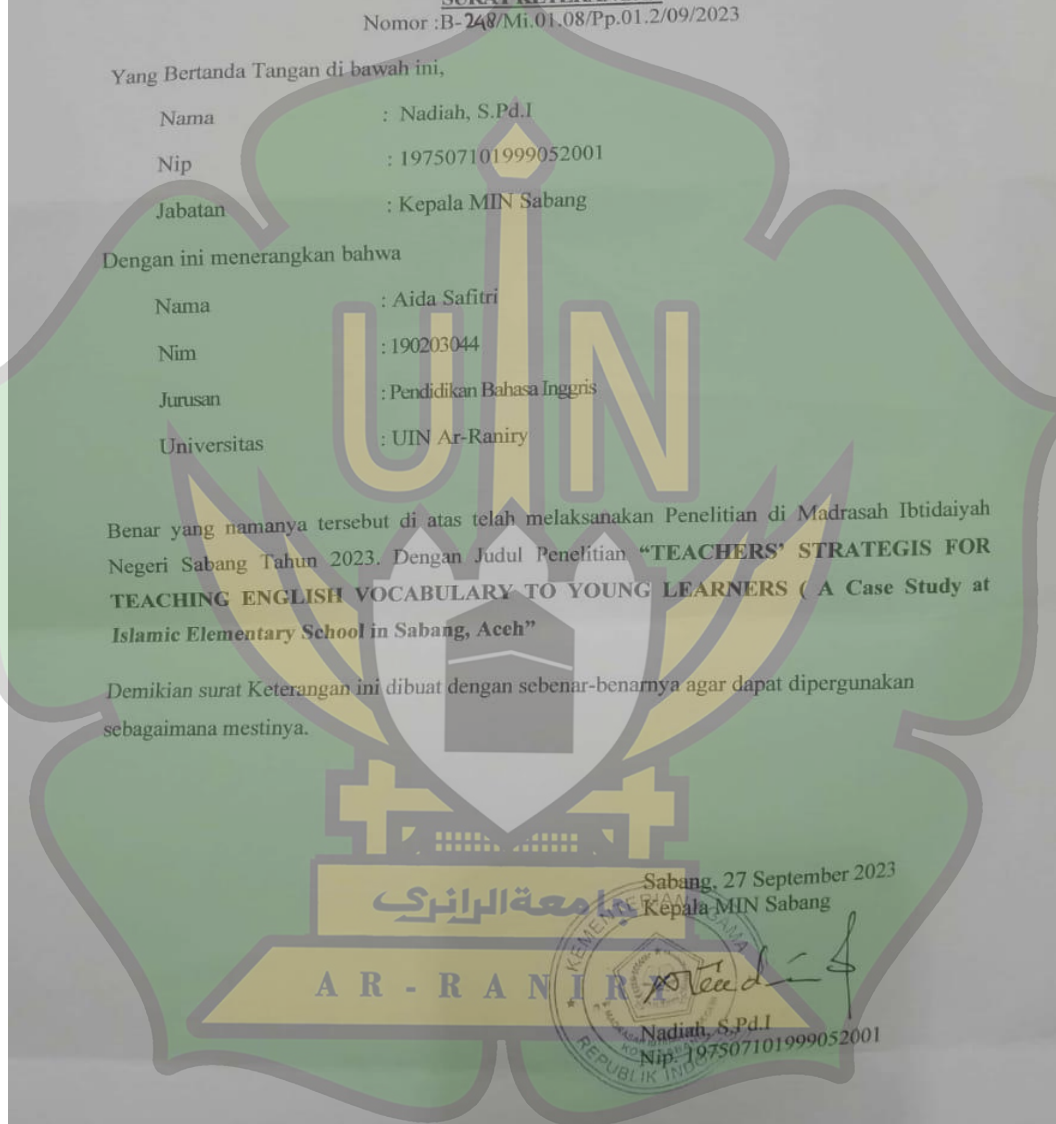
Nama : Aida Safitri
 Nim : 190203044
 Jurusan : Pendidikan Bahasa Inggris
 Universitas : UIN Ar-Raniry

Benar yang namanya tersebut di atas telah melaksanakan Penelitian di Madrasah Ibtidaiyah Negeri Sabang Tahun 2023. Dengan Judul Penelitian **“TEACHERS’ STRATEGIS FOR TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS (A Case Study at Islamic Elementary School in Sabang, Aceh)”**

Demikian surat Keterangan ini dibuat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

Sabang, 27 September 2023
 Kepala MIN Sabang


 Nadiyah, S.Pd.I
 Nip: 197507101999052001



UIN
AR - RANIRY

APPENDIX D: CONFIRMATION LETTER FROM MIN PAYA SEUNARA



 KEMENTERIAN AGAMA REPUBLIK INDONESIA
MADRASAH IBTIDAIYAH NEGERI PAYA SEUNARA
 Jln.Sabang – Iboih Km. 07 Gp. Paya Seunara Kec. Sukakarya
 Email : min.payaseunarakd@gmail.com
KOTA SABANG

SURAT KETERANGAN PENELITIAN
 Nomor : B-133 / Mi.01.08.2/Kp.01.2/9/2023

Saya yang bertanda tangan di bawah ini:

Nama	: Ernawati, S.Pd.I
NIK/NIP	: 19720807 199905 2 001
Jabatan	: Kepala Madrasah
Asal instansi	: MIN Paya Seunara

Dengan ini memberi rekomendasi kepada

Nama	: Aida Safitri
NIM	: 190203044
Program Study	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Ar Raniry


Benar Mahasiswi Fakultas Tarbiyah dan Keguruan yang tersebut diatas telah melakukan Penelitian Ilmiah dalam rangka penulisan Skripsi dengan Judul **TEACHERS' STRATEGIES FOR TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS (A Case Study at Islamic Elementary School In Sabang, Aceh)**.

Demikian surat Penelitian ini dibuat, untuk dipergunakan sebagaimana mestinya.


 Kepala Madrasah
 Ernawati, S.Pd.I
 NIP.19720807 199905 2 001

AR - RA

APPENDIX E: CONFIRMATION LETTER FROM MIN ANOI ITAM


KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SABANG
MADRASAH IBTIDAIYAH NEGERI ANOI ITAM SABANG
 Jalan Ujong Kareung – Anoi Itam Kec. Sukajaya Kota Sabang
 Email: kd02504613722@gmail.com Kode Pos.23524

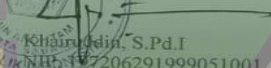
SURAT KETERANGAN
 Nomor : B- 072/MI.01.08.3/PP.00/09/2023


Yang bertanda tangan dibawah ini :
 Nama : Khairuddin, S.Pd.I
 NIP : 197206291999051001
 Jabatan : Kepala MIN Anoi Itam

Dengan ini menerangkan bahwa :
 Nama : Aida Safitri
 NIM : 190203044
 Jurusan : Pendidikan Bahasa Inggris
 Universitas : UIN Ar- Raniry

Benar nama tersebut di atas telah melaksanakan penelitian di MIN Anoi Itam Sabang Tahun 2023 dengan judul penelitian **TEACHERS' STRATEGIES FOR TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS (A case Study at Islamic Elementary School in Sabang, Aceh).**

Demikian Surat Keterangan ini dibuat dengan sebenar- benarnya ntuk dapat dipergunakan sebagaimana mestinya.

Sabang, 30 September 2023
 Kepala

 Khairuddin, S.Pd.I
 197206291999051001


جامعة الرانيري
AR - RANIRY

APPENDIX F: INTERVIEW PROTOCOL

Teacher interview guide

Interviewer :

Interviewee :

Place :

Time and date :

1. What is your perception about the importance of vocabulary in teaching English for young learner?
2. How many English classes did you teach in this school?
3. What are the materials that you teach in this semester?
4. What are the learning media that provided in this school for teaching English vocabulary?
5. What are the learning media that you use in teaching English to your students?
6. What are the characteristic of your students?
7. What are your preparations before teaching English vocabulary?
8. What are your strategies in teaching English vocabulary for young learner?
9. How do you implement that strategy?
10. What are your student reactions to that strategy?
11. What are your perceptions after implemented that strategy?
12. What are your challenges in teaching English for young learner?
13. How do you deal with the challenges in teaching English vocabulary for young learner?

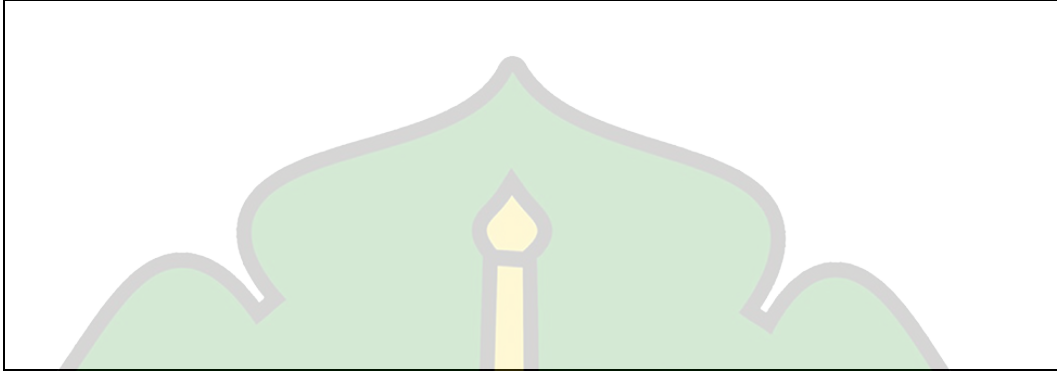
Source:

1. Munawwarah. (2021). Teachers ' Strategies in Teaching English Vocabulary to Young Learners. S1 Thesis. Universitas Islam Negeri Ar- Raniry.
2. Liyaningsih, G. (2017) Teachers' Strategies in Teaching English Vocabulary to Young Learners (A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016. S1 Thesis. The State Islamic Institute of Surakarta

4. Teaching – Learning process

1. Opening

- a. How does the teacher begin the lesson?
- b. How is new vocabulary introduced?
- c. How are new language structures presented?



2. Main activity

- a. How do student practice new language?
- b. Do students have the opportunity to listen? Speak? Read? Write?
- c. Do students interact with the teacher? With other students?
- d. How often do the students participate? In what ways do they participate? Are all students actively involved in the class?



3. Closing

- a. How does the teacher assess student progress? How does the teacher asses achievement of objectives?
- b. How does the teacher give students feedback? How does the teache correct errors?
- c. How does the teacher end the lesson?
- d. Does the teacher assign homework or give other follow activities?

5. Students characteristic and their reaction during teaching- learning process

6. Teacher challenges during teaching- learning process

7. Teacher problem solving

Source: Class observation Worksheet, ELC 688; Teaching English to Young Learner, English Language Center, UMBC

APPENDIX H : INTERVIEW TRANSCRIPT

Interview transcript

Interviwer : Aida Safitri
Interviwee : MRU, S. Pd.
Place : MIN Sabang
Time and date : 11 am. Tuesday, 26 September 2023

Interviwer: Assalamualaikum warahmatullahi wabarakatuh

Interviwee: Waalaikumsalam warahmatullahi wabarakatuh

Interviwer: Baik ibu ini ada sedikit pertanyaan. Boleh gak bu saya tanya?

Interviwee : Boleh kok ada yang bisa saya jawab akan saya usahakan, tapi jangan panggil ibu ya, panggil kakak aja, saya merasa tua sekali jika dipanggil ibu, hahaha.....

Interviwer : Baik kak, terimakasih, yang pertama, menurut kakak penting tidak kah kak mengajarkan vocabulary sebelum belajar bahasa Inggris? (Q1)

Interviwee : Eeee..... tentu saja vocabulary sangat penting. e.. sebelum memulai pelajaran karena nanti disaat proses belajar mengajar akan ada kata kata yang harus mereka mengerti...e... di dalam proses pembelajaran... kosakata itu akan sangat berpengaruh untuk mereka, karena kan dasar dari bahasa inggris tu adalah kosakata, jika mereka tidak mengenal dengan kosakatanya bagaimana kita akan lanjut untuk memperkenalkan hal lainnya.

Interviwer: Baik ibu, eee... baik kak, a..... sudah berapa, eh, ada berapa banyak kelas yang kakak ajarkan untuk semester ini kak? (Q2)

Interviwee: Ada eummmm... ada 10 kelas

Interviwer: Kelas berapa aja kak kok boleh tau?

Interviwee : Kakak mengajar di kelas, 1A, 1B, 1C, kelas 4A, 4B, 4C, 5A,5B, 6A, 6C. Ada gak sampek 10 kelas yang kakak sebut tadi?

Interviwer : Ada kak

Interviwee: Oh oke deh

Interviwer: Eeee.... apa saja material yang kakak ajarkan di semester ini, e... sebutkan kelas satu itu apa saja misalnya, kelas 5 dan 6 itu misalnya apa saja? (Q3)

Interviewee: Untuk kelas satu itu ada materi greeting and parting, terus ada numbers and... part of body... sementara untuk kelas enam sekitaran hobbies

Interviwer: Kalau untuk kelas lima dan empatnya kak?

Interviwee: Kalau kelas lima sih kayaknya waktu ya, kalau untuk kelas empat mereka belajar tentang benda-benda dalam ruangan kayak ruangan kelas itu apa apa aja bendanya, di dapur tu apa apa aja bendanya, kemudian nanti mereka tu diajarkan kayak fungsi dari benda-benda tersebut, nanti kita... e... relate kan fungsi benda tesebut dengan aktivitas sehari-hari

Interviwer: Kak.... a..... apa sajakah media pembelajaran yang disediakan oleh sekolah ini kak untuk mengajarkan vocabulary bahasa Inggris? (Q4)

Interviewee: Kalau media dari sekolah..... e..... biasanya buku paket Bahasa Inggris..... judulnya My Nextword... judul bukunya.

Interviwer : Kalau media pembelajaran apa yang sering kakak pakek biasanya selain buku itu apa? (Q5)

Interviwee : Selain buku emmmm... biasanya saya menggunakan gambar, eee... bicara media ya? papan tulis juga media kan? Biasanya saya juga menggunakan papan tulis sih untuk mengajar gitu kok penjelasan

Interviwer: kalau karakter dari siswa kakak tu bagaimana kak? (Q6)

Interviwee: Kalau dibilang karakter murid ya beragam sih ada yang suka lompat sona lompat sini, ada yang suka jalan jalan ya, ada juga yang duduk diam gitu. Ada yang aktif bertanya ada yang show off, pokoknya beragam deh

Interviwer : Kak boleh saya tanya e.. persiapan kakak sebelum mengajar kira- kira apa - apa aja kak? (Q7)

Interviewee: Menyiapkan gambar sesuai dengan materi yang akan dipelajari atau biasanya terkadang saya juga mempersiapkan kosakata untuk games... untuk... permainan

Interviwer: Gambar apa saja kak yang biasanya kakak gunakan?

Interviwee: Ya.. seperti biasanya, gambar itu dia mengikut dengan materi yang sedang kita ajarkan contohnya ketika saya mengajarkan tentang greeting and parting kepada anak kelas satu itu biasanya saya menyiapkan gambar matahari terbit kemudian bertuliskan good morning seperti itu, kemudian kalau untuk materinya tentang number saya membawakan gambar number yang biasa kita jumpa di toko toko itu yang di cetak dalam kertas kayak karton begitu. Itu untuk anak kelas 1 ya, kalau misalnya untuk anak kelas tinggi seperti kelas enam gitu

mereka belajar tentang hobby ya jadi gambar yang dipersiapkan adalah gambar kek kalau orang hobinya membaca nanti ada gambar orang sedang membaca

Interviwer: Kak, apakah semua gambar tu kakak sendiri yang mempersiapkannya?

Interviwee : Tidak semuanya saya siapkan sendiri sih, ada beberapa yang memang sudah tersedia di buku paket, jadi saya hanya melengkapi apa- apa saja yang belum ada di buku paket.

Interviwer : Pernah gak kak kalau sedang belajar menggunakan gambar tu kakak gambar sendiri gitu gambarnya?

Interviwee: Oh pernah, tapi jarang karena saya sendiri sih kalau dibilang... kayak eee....gak punya bakat menggambar, paling beberapa gambar saja yang bisa saya gambar

Interviwer: Kak, selain menggunakan media gambar tadi tehnik apa yang kakak pakek untuk mengajar vocabulary kak? (Q8)

Interviwee: Selain menggunakan gambar, strategi yang saya pakai sih biasanya sih kayak singing song dan game biasanya sih game yang dipakai adalah emmmm.... seperti handman, e atau ini maim mimic ya? gaya tebak gerakan tubuh, itu untuk kosakata misalnya kata kerja seperti itu

Interviwer: Eeee... menurut kakak, kita... emmm kakak kan ada mengaplikasikan beberapa strategi tu kan, strategi apa yang paling efektif yang sering kakak gunakan ketika mengajar?

Interviwee: Kalau untuk kelas satu yang efektif itu song picture, eee.. kalau untuk kelas tinggi biasanya game

Interviwer: Kak tadi kakak ada berbicara tentang game handman, atau mimic kan? bagaimana biasanya kak game mimic itu dimainkan? (Q9)

Interviwee: Iya, emmmm biasanya sih nanti anak anak disuruh berpasangan kemudian mereka maju ke depan kelas nanti saya akan bagi peran gitu, jadi yang satu itu akan membuat gerakan dan yang satu lagi akan menebak gerakan apa yang sedang dibuat oleh anak tersebut.

Interviwer: Tadi kakak ada menyebutkan tentang mengajar menggunakan song kan?

Interviwee: iya

Interviwer: Song apa yang sering kakak gunakan?

Interviwee: Kalau untuk song itu..... kayak yang di kelas satu kan, mereka belajar tentang part of bodies jadi lagu yang sering saya gunakan itu adalah lagu yang kayak gini... head...shoulders knees and toes knees and toes nanti kita mengajarkan lagu nya sambil menyentuh bagian bagian tubuh yang disebutkan, awalnya saya akan memperagakannya nanti anak anak ikut dengan peragaan saya sambil bernyanyi gitu

Interviwer : Eeeee bagaimana kak respon murid ketika ibu mengaplikasikan strategi game dan song tersebut? (Q10)

Interviwee: Mereka sangat antusias dan senang bermain game... e... di dalam... proses ... e.... pembelajaran. Apalagi kalau anak kelas satu gitu kalau dibawa dengan nyanyi, kan nyanyi itu di ulang ulang kan, jadi mereka lebih cepat gitu mengafalnya

Interviwer: Persepsi kakak setelah dan sebelum menggunakan game itu bagaimana kak? kak..... sebelum menggunakan game e.... stra...strategi.... eee... game... sama song... itu... e... persepsinya bagaimana dan sesudahnya bagaimana? (Q11)

Interviwee: Jadi anak-anak ini yang belum, karena masih di sekolah dasar banyak kosakata yang belum mereka ketahun tapi setelah menggunakan game dan song ini untuk media pembelajaran mereka lebih cepat memahami arti dari kosakata tersebut

Interviwer: Kak... e apa sajakah tantangan yang kakak hadapi ketika mengajarkan vocabulary pada anak-anak? (Q12)

Interviwee : E....tantangannya..em...dari lingkungan mungkin, kelas yang lain agak bising, sehingga anak-anak di kelas yang saya ajar terganggu pendengarannya. Dan juga dari perkembangan kognitifnya, juga dari perhatian mereka yang terkadang terganggu oleh teman-temannya yang nakal.

Interviwer: Jadi kak, bagaimana cara ibu mengatasi tantangan tersebut dalam mengajar?(Q13)

Interviwee: Kalau masalah anak-anak mengganggu teman yang lain atau keributan di kelas sih biasanya saya memberikan latihan, tugas agar membuat mereka sibuk dan fokus pada tugasnya, jadi sehingga mereka tidak....e.... jalan kesana kemari...tidak mengangu teman dengan berbuat keributan

Interviwer: Selain dari faktor lingkungan biasanya tantangan lainnya itu apa kak?

Interviwee: Selain faktor lingkungan tantangan lainnya adalah saya harus bisa menciptakan aktifitas yang seru yang beragam agar anak tidak bosan kemudian juga dalam mempersiapkan kosakata yang akan saya ajarkan saya biasanya

harus membuat list kosakata yang benar-benar dibutuhkan, dengan jumlah yang sesuai dengan level dan kemampuan mereka. saya mengajar di banyak kelas, jadi memahami apa dibutuhkan oleh siswa saya dan memakai strategi yang cocok menjadi tantangan tersendiri buat saya

Interviwer : Kalau tantangan di spelling tu ada gak kak, misal kayak anak-anak tu sering salah menulis gitu..?

Interviwee: Ya namanya juga anak-anak wajar hal itu terjadi sih, kita aja kadang orang dewasa masih suka salah dalam spelling apalagi anak-anak ya...

Interviwer: Apakah itu menjadi tantangan sendiri bagi kakak? Bagaimana cara mengatasinya kak?

Interviwee: Ya... iya sih itu termasuk salah satu tantangan ya... jadi cara mengatasinya sih sebelum memulai pembelajaran biasanya malam tu saya juga belajar dulu sih, kemudian nanti kalau anak-anak yang salah tu akan saya perbaiki gitu

Interviwer: Perbaikinya tu dimana kak?

Interviwee: Kadang kalau saya menyuruh anak maju ke papan tulis saya perbaiki langsung di papan tulis, atau kadang kalau anak saya suruh buat latihan di buku kemudian di kumpul ya, di bukunya sih saya perbaiki

Interviwer: Terimakasih banyak atas waktunya bu, assalamualaikum

Interviwee: Wa'alaikum salam warahmatullahi wabarakatuh.

Interviwer : Aida Safitri
Interviwee : NA S, Pd
Place : MIN Paya Seunara
Time and date : 12 am Wenesday, 27 September 2023

Interviwer: Assalamualaikum warahmatullahi wabarakatuh

Interviwee: Waalaikum salam warahmatullahi wabarakatuh

Interviwer: Baik terimakasih ibu ibu menurut ibu pentingkah mengajar vocabulary sebelum mengajar bahasa Inggris bu? (Q1)

Interviwee: Sangat penting karena untuk memulai atau mengingat anak anak harus bisa menghafal vocab vocab yang telah diberikan oleh guru

Interviwee: Baik, terima kasih bu, ibu, berapa kelas bahasa inggris yang sudah ibu ajarkan, e... berapa kelas bahasa inggris yang ibu ajarkan disekola ini? (Q2)

Interviwee: E... empat kelas

Interviwer: Satu, dua, tiga, empat?

Interviwee: Di kelas tinggi aja, di kelas...eee... empat, e dikelas lima enamnya ada dua kelas

Interviwer: E....ibu untuk kelas enam ad.. materinya apa bu yang ibu ajarkan? semester ini bu? **(Q3)**

Interviwee: Di semester ini ada tentang food and drink, kemudian eee tentang eee surat eee seperti sahabat pena lah, kemudian ada seperti tempat tempat umum dan hobby

Interviwer: Di kelas lima bu?

Interviwee: Di kelas lima...e.. ada time, kemudian ada... clothing, kemudian ada....apa ya satu lagi lupa saya.... ee.... ini, petunjuk arah

Interviwer: E .. apa saja bu media pembelajaran yang disediakan oleh sekolah selain buku misalnya? **(Q4)**

Interviwee : E.... selain buku cetak yang disediakan pihak sekolah, masih ada media lain, namun media tersebut biasanya adalah guru yang menciptakannya. contohnya seperti waktu, saya membawakan jam tadi, contoh lainnya adalah, makanan dan minuman kita bisa membawa makanan asli yang ada kaitannya, contohnya seperti telur.... pisang.... seperti tadi adalah tentang jam, dan medianya bisa berupa jam asli atau jam yang digambar sendiri.

Interviwer: E... diantara beberapa kelas yang ibu ajarkan ada ada perbedaan mencolok gak bu, misal kayak kelas lima tu, gimana....? **(Q6)**

Interviwee: Jelas ada ya.. kalau misalnya... kalau misalnya kita mau membuat perbandingan jelas ada karena memang semakin anak berusia lebih tinggi semakin mapan sedangkan anak yang baru baru seperti itukan butuh waktu atau cara cara yang pas untuk bisa e...anak anak mengingat tentang vocabulary nya

Interviwer: Bu, bagaimana learning style mereka mereka bu? Untuk anak kelas yang lebih rendah bagaimana dan anak yang lebih tinggi itu bagaimana?

Interviwee: Untuk anak yang lebih rendah tingkatnya itu biasanya mereka lebih suka mendengar lalu bergerak, mereka lebih suka terhadap nyanyi- nyanyian gitu, juga suka terhadap visual yang warna-warnanya menarik gitu, sementara untuk anak anak yang kelasnya lebih tinggi hampir sama, namun untuk gaya belajar

audiothory mereka itu lebih bisa untuk diajak mendengar penjelasan guru

Interviwer: E.. apa saja buk persiapan ibu sebelum masuk kelas? (Q7)

Interviwee: Biasanya media ya, media.... Buku....buku paket, atau buku yang mau dipersiapkan untuk mengajar, atau alat-alat media media yang mau kita bagikan ke anak anak.

Interviwer: Strategi yang ibu dalam mengajarkan vocabulary biasanya pakek apa bu? Yang sering ibu gunakan misal kayak bawa realianya ke sekolah atau kayak kartu kartu gitu atau nyanyian atau menghafal mungkin bu? (Q8)

Interviwee : Iya, saya sering langsung bawa yang asli, misalnya jam atau kadang saya bagikan kertas atau kartu kemudian membuat kuis atau permainan seperti itu. Dan jika ada waktu yang cukup terkadang anak-anak sering diajak ikut bernyanyi. Namun, jika mereka tidak punya waktu, cukup sampai akhir pelajaran saja tanpa menyanyi. Um... dan selain itu sepertinya ada juga teknik menghafal, misalnya saya masuk kelas lalu saya tulis materinya di papan tulis disertai daftar kosa kata, lalu nanti saya ucapkan seperti itu, lalu saya suruh anak- anak mengikuti cara saya mengucapkannya. lalu diulangi sampai mereka hafal, baru saya tanya lagi.

Interviwer : Cara ibu mengimplementasi itu kekmana bu kalau misalnya jam..hehehe.... (Q9)

Interviwee : Maksudnya jam?

Interviwer: Kan belajar tentang jam itu, nanti aaa.... ibu tanya.... ibu kan ada bawa media jam gitu..?

Interviwee: Ya

Interviwer: Nanti ibu tanya lagi bu?

Interviwee: Ya jelas kan kalau kita harus, harus menjelaskan kepada anak-anak bahwasanya ini dengan media, dengan menggunakan media papan tulis, dengan menggunakan media nyatanya kita harus mengaitkan supaya apa, supaya anak anak pahami jam berapa? Posisi jarumnya dimana, ini bacanya tepat seperti apa, ini jam berapa gitu, ini menitnya menit keberapa gitu

Interviwer: Respon murid ibu gimana bu ketika anak anak diajarkan dengan strategi yang ibu sebutkan tadi? (Q10)

Interviwee: Kalau respon ya mungkin karena anak-anak kecil ya, kalau dibawanya dengan cara yang santai, tidak terlaui tegang mungkin anak anak itu bakal menyerap dengan senang, gak ada beban dipikrannya, walaupun mata

pelajaran sulit, kan dengan kita bawa santai atau dengan tidak menekan anak-anak karena kan bahasa inggris kan berbeda dengan bahasa indonesia, karena memang tulisannya beda, cara bacanya juga berbeda dengan bahasa indonesia

Interviwer: Ibuk kalau persepsi ibu tentang menggunakan strategi tu apa? (Q11)

Interviewee: Kalau persepsinya apa ya.. ya...

Interviwer: Ibu berharap misal apa gitu?

Interviewee : Ya jelas ya, kalau kita harapan untuk anak-anak itu setelah kita ajarkan berharap muridnya harus mampu atau bisa, tapi kan tidak bias kita paksakan dia harus bisa atau tidak bisanya, karena memang level anak anak itu berbeda, ada yang bisa, ada yang kurang bisa dan ada yang tidak bisa sama sekali, kayak yang di kelas lima itu memang ada anak yang inclusive kan seperti itu.

Interviwer: Kalau misalnya setelah menggunakan strategi itu ada berubah gak bu dari pertama persepsi ibu kan inginnya..apa, anak anak itu bisa dengan menggunakan strategi ini, kemudian setelah menggunakan strategi itu ibu merasa efektif gak bagi ibu?

Interviewee: Kalau dari yang kita inginkan itu berhasil dengan menggunakan media seperti itu, ada mungkin delapan puluh lima persen itu persepsinya ya yakin anak tu akan bisa, karena seperti yang saya bilang tadi kita tidak terlalu memaksa, ingin belajar santai, yang menghasilkan tujuan pembelajaran kita tu sukses dan anak anak bisa menerimanya.

Interviwer: Kalau sistem penilaian yang ibu pakai untuk mengukur kemampuan murid itu gimana?

Interviewee : Kalau sistem penilaian... ya... ada dia kan ada bermacam macam kan kalau penilaian gitu ya... ada yang kita bisa langsung ke anak anak, face to face, atau dengan cara buat ujian, atau latihan di buku... itu ada perbedaanya karena memang seperti yang kita bilang tadi level anak anak itu tetap akan berbeda ya, mungkin dia bisa secara face to face, kurang bisa waktu... membuat soal, ada yang bisa langsung dengan soal tapi tidak bisa dengan secara langsung pertanyaan yang kita kasih

Interviwer: Tantangan apa saja bu yang ibu hadapi ketika.... mengajarkan kosakata bu? Misal kayak anak-anak belum bisa pronounce gitu atau tantangan lain kayak di lingkungan atau masalah pada perhatian mereka yang terganggu gitu bu? (Q12)

Interviewee: Untuk anak-anak tingkat rendah ya, kalau pengucapannya harus bagus mereka tidak bisa, karena mereka tidak ada bimbingan belajar di luar dan

hanya belajar bahasa Inggris di sekolah pada waktu belajar dan di luar dari itu, mereka berbicara bahasa daerah dan bahasa Indonesia. Untuk pronounce.... agar anak memahaminya memerlukan waktu sehingga tidak bisa dilakukan secara instan. Dan kalau masalahnya dari perhatiannya yang teralihkan, mereka itu masih anak-anak dan untuk fokus kepada kita itu sulit, pasti ada yang melihat ke kiri dan ke kanan, berjalan ke depan belakang, mengangkat kaki, dan berbicara dengan teman. Hal-hal seperti itu pasti ada kalau kita mengajarkan anak-anak

Interviwer: Cara ibu mengatasi tantangan tersebut bu? (Q13)

Interviwee: Kalau cara mengatasinya ya.. standarnya guru sih ya, menegur gitu, eee, ini kenapa seperti itu turunkan kakinya, cuman kita harus menggunakan bahasa yang sopan seperti tolong nak itu kakinya turunkan ke bawah jangan di atas kakinya.

Interviwer: Bu tadi ibu ada menyebutkan tentang tantangan mengajar anak-anak di pronunciation, kira-kira bagaimana bu cara ibu mengatasinya bu?

Interviwee: Ya....kalau untuk masalah pronunciation sih biasanya saya mengulang ngulang gitu misalnya ketika anak salah dalam penyebutan kayak... kata soup, anak-anak kesulitan dalam membedakan cara mempronuncinya dengan kata soap, jadi ketika mereka salah ya saya betulkan saat itu juga, nanti dia mengikuti bagaimana cara saya mempronounce nya sampai dia benar

Interviwer: Terima kasih bu atas waktunya

Interviwee: Sama-sama

Interviwer: Assalamualaikum warahmatullahi wabarakatuh

Interviwee: Wa'alaikum salam warahmatullai wabarakatuh

Interviwer : Aida Safitri

Interviwee : ST, S. Pd.

Place : MIN Anoi Itam

Time and date : 8 a.m. Saturday, 30 September 2023

Interviwer: Assalamualaikum warahmaullahi wabarakatuh

Interviwee: Waalaikum salam warahmatullahi wabarakatuh

Interviwer: Ada berapa kelas bahasa Inggris bu yang ibu ajarkan di sekolah ini? (Q2)

Interviwee: Ada kelas empat, lima sama enam jadi totalnya tu 3 kelas

Interviwer: Oke bu menurut ibu penting gak bu mengajarkan kosakata sebelum

mengajarkan bahasa Inggris bu? (Q1)

Interviewee : Sangat penting, agar siswa lebih memahami ketika eeee.. ada pertanyaan ataupun cara menjawab...ataupun cara memulai pecakapan misalnya

Interviwer: Oke bu, tantangan apa saja dalam.... itu bu, dalam mengajarkan bahasa inggris di sekolah ini? (Q12)

Interviwee: Di MIN Anoi Itam karena sekolahnya di desa buat anak-anak susah ngerti aaaa.. cara pengucapan kosa kata bahasa inggris, mereka suka, tapi cara menjawabnya agak susah buat aaa...ngomongnya juga susah, soalnya walaupun kita ngomong bahasa indonesia mereka aja sulit memahaminya dan aaa lebih mudah bagi mereka untuk berbicara dengan bahasa aceh... jadi sepertinya anak dalam berbicara dengan bahasa inggris mereka perlu mengulangnya beberapa kali dalam mengucapkannya. Pembendaharaan kosakata mereka juga sedikit, anak-anak mempelajari kosa kata beberapa kali dengan cara mengulang satu per satu kosa kata sampai hafal, sehingga pembelajaran tidak berlanjut, butuh waktu dan kosa kata mereka hanya di situ situ saja. Kemudian jumlah siswa yang sedikit terkadang menjadi suatu tantangan karena mereka terkesan kurang termotivasi untuk bersaing dengan siswa lainnya, terutama mereka yang tidak menggunakan bahasa Inggris di rumah

Interviwer: Media apa bu yang disediakan oleh sekolah selain buku? (Q4)

Interviewee: Selain buku yang disekolah sih biasanya ya kayak benda nyata sih contohnya barang barang yang ada di kelas ni

Interviwer: Ibu bagaimana bu cara ibu memperkenalkan kosakata tu bu, pada siswa pertama kalinya? Kayak ibu mengajarkan kosakata menggunakan benda nyata pakek song gitu bu atau pakek main game (Q8)

Interviwee: Aaa... untuk pengenalan kosa kata, biasanya saya menggunakan teknik seperti memberi kartu, atau memberi gambar, lalu menulis kata- katanya di papan dan menjelaskannya lalu saya mengajari mereka cara mengucapkannya dan kemudian saya ada juga memakai teknik lain seperti bermain game, Saya menggunakan ini karena anak-anak lebih suka bermain daripada belajar terlalu serius, saya memberi mereka waktu istirahat seperti bermain game agar mereka tidak terlalu bosan

Interviwer: Untuk materi mengajarnya, apa yang sedang ibu ajarkan saat ini bu? (Q3)

Interviwee: Tentang pengenalan aaa....apa....aaa.....keadaan... aaa.... benda-benda di dalam kelas, hobby, tentang emmmm.... food and drink

Interviwer : Tadi ibu ada menyebutkan tentang game, game apa bu yang sering ibu pakai

Interviwee: Emmm... game tebak kata gitu, kayak nanti kan saya buat kata-kata di

papan tulis namun ada huruf huruf yang saya hapus gitu nanti anak anak saya suruh menebak huruf tersebut

Interviwer: Kalau untuk persiapan bu apa aja yang ibu persiapkan sebelum masuk ke kelas bu? (Q7)

Interviwee : Persiapannya sih kayak RPP gitu, kemudian yang lainnya tu kayak ya sebelum masuk tu saya lihat dan mencari teknik dan strategi, kemudian media apa yang sesuai untuk dipakai

Interviwer: Bu persepsi ibu setelah menggunakan teknik teknik tadi tu bagaimana bu, apakah efektif bu untuk para siswa atau biasa aja bu tidak ada perubahan? (Q11)

Interviwee : Kalau persepsi ya.. anak anak itu dia lebih mudah diajarkan dengan hal-hal yang seru ya, mereka itu suka bergerak, jadi kalau menurut saya sih efektif jika menggunakan strategi tadi

Interviwer: Oh ya, karakter dari siswanya bagaimana bu? (Q6)

Interviwee: Berbeda beda ya karakternya, hhhhh, mereka..... gimana kita bilang ya.....eumm... ada anak yang masuk kuping kanan keluar kuping kiri, ada juga yang kalau kita nasehatin misalnya salah mereka langsung berubah gitu dan gak ngulang lagi, ada anak yang sering berceloteh gitu ngobrol sama kawan, ada yang pelupa, ada yang kita ngomong bahasa indonesia ni nanti dia jawabnya bahasa aceh karena mereka terbiasa dengan bahasa aceh ya

Interviwer: Sulit gak bu mengajar bahasa inggris untuk anak kecil bu?

Interviwee: Mengajarkan anak anak itu sulit tapi menyenangkan, aaa karena mereka.. aaa... berhubung ekonomi mereka sulit jadi untuk kita ini agak susah sedikit. aaa lain dengan kita di perkotaan. Kalau anak di kota mereka kan ada diberi les gitu ataupun kalau misalnya tidak diberi les pun mereka punya orang tua yang sedikit dikit mengerti gitu tentang bahasa inggris sementara anak-anak disini orang tua mereka kurang mengerti bahasa inggris dan kurang kok untuk pergi pergi les gitu. Kemudian kalau disini kita suruh bawa benda- benda gitu untuk belajar di kelas kan kita harus memikirkan dua kali

Interviwer: Baik bu terima kasih banyak, assalamualaikum warahmatullahi wabarakatuh

Interviwee: Waalaikumsalam warahmatullahi wabarakatuh

Interviwer: Ibu boleh saya bertanya sedikit lagi bu tentang tadi lupa buat saya tanya bagaimana cara ibu mengatasi tantangan ketika mengajarkan vocabulary bu? (Q13)

Interviwee: Ya dengan mengulang-ngulang.....apa...e....paling kasih kasih.... soal abestru baru mereka semangat ini..... karena ini di fotokopi gitu kan abestru kata bahas.... itu mereka bisa....memberi contoh seperti.... ini

4. Teaching – Learning process

1. Opening

- a. How does the teacher begin the lesson?
- b. How is new vocabulary introduced?
- c. How are new language structures presented?

The teacher begin with salam and then asking for the chief of class to prepare the other student to stand up and giving salam for teacher. After that the teacher make sure that the class is clean, she ordered the students to pick up the rubbish around them and throw it to the dustbin and then the teacher checking the attendant list. The teacher then given the student the list of words related to the hobbies, she wrote it on the whiteboard and let its translation still blank. She begin the class with explaining the definition of hobby and ask the student about their hobbies. She explained them how to ask someone hobby and how to answer when someone ask about their hobby in English language.

2. Main activity

- a. How do student practice new language?
- b. Do students have the opportunity to listen? Speak? Read? Write?
- c. Do students interact with the teacher? With other students?

The teacher then asked 10 students to pair up and ask them to come to the front of the class. Then the teacher divided roles among them in turn, one person asked questions, the other answered then exchanged questions about hobbies. The teacher determines each of them one hobby list randomly on a piece of paper. When one friend asks "what is your hobby?" then the friend who answered will demonstrate the hobby written on the piece of paper without making a sound and ask the friend who asked to guess in English then match their guess with the list of English vocabulary on the board then write an Indonesian translation of the vocabulary. Each of the pairs will be given one opportunity to come forward. If the guess of the student who comes forward is wrong then the teacher will ask their friends who are sitting again until they find the correct answer together

3. Closing

- a. How does the teacher assess student progress? How does the teacher asses achievement of objectives?
- b. How does the teacher give students feedback? How does the teache correct errors?
- c. How does the teacher end the lesson?
- d. How often do the students participate? In what ways do they participate? Are all students actively involved in the class?
- e. Does the teacher assign homework or give other follow activities?

The teacher gives the students an assessment by deleting all the English vocabulary on the board and leaving only a list of Indonesian vocabulary then asking them "jika seandainya hobb ibu adalah memasak, maka jika seseorang bertanya kepada ibu what is your hobby? Maka cara ibu menjawabnya adalah my hobby is..." then the children answered simultaneously "cooking". Then the teacher wrote cooking on the memasak vocabulary list on the whiteboard. The teacher also does the same thing repeatedly asking about hobbies but with a list of vocabulary such as fishing, singing, dancing, gardening, reading, playing games, listening to music, and swimming. And after the students answer the questions together the teacher appoints one person to come forward and write vocabulary in English, one student is only allowed to write one vocabulary word. Then the teacher corrected the writing of a student who was wrong in his writing, such as Muhammad's wrong writing when he wrote the word swimming. Muhammad wrote it with the word swiming, then the teacher corrected his writing, then explained where the writing error was. All students in the class participate, the teacher just points to the front of students who previously did not have the opportunity to come forward when pairing and guessing words with gesture and mimic. The teacher then gives homework in the form of four questions, what is your hobby? What is your sister's hobby, what is your brother's hobby? What are your friend's hobbies. Then the teacher ended the class by giving a little motivation to the students and asked the class leader to get up and lead the kafaratul majelis prayer then give salam

5. Students characteristic and their reaction during teaching- learning process

The characteristic of the students being taught is that they obey the teacher's orders, although sometimes there are those who like to walk around chatting with their friends. They cannot sit still for a long time. When they started the lesson they looked enthusiastic but when the teacher started telling the 10 students to pair up two by two and come forward, the children who were not selected started walking from one bench to another. Their reaction when the teacher admonished them to sit still was that they complied and sat down straight away, but after a while some of them walked around again. However, there are also some children who are enthusiastic, when they see their friends guessing wrong questions about hobbies, they compete to answer and move forward. They look excited when the teacher gives them the list of question to answer simultaneously.

6. Teacher challenges during teaching- learning process

The teacher's challenge in the teaching and learning process is to keep students quiet, they have to be reprimanded many times to sit still in their seats when their friends come to the front of the class. Also the teacher's challenge is when the children are too enthusiastic when it is not their turn to come forward.

3. Strategy used by teacher

No	Strategy	Yes	No
1	Realia	√	
2	Mime, action, and gesture		
3	Picture	√	
4	Contrast		
5	Translation	√	
6	Explanation	√	
7	Presentation	√	
8	Enumaration		
9	Game	√	
10	Song		

4. Teaching – Learning process

1. Opening

- a. How does the teacher begin the lesson?
- b. How is new vocabulary introduced?
- c. How are new language structures presented?

The teacher begins the lesson with greetings, and then the teacher starts the class by asking how the students are, then checking the students and prepares the classroom, after being sure that the students are ready to learn the teacher starts the material by asking the students about the time at the last meeting. New vocab is introduced by the teacher by explaining it to the children, such as if in the last meeting they had the vocab "half" to show setengah or 30 minutes, in this meeting the teacher adds and introduces the vocabulary quarter which shows seperempat or shows 15 minutes. The teacher also explains how to structure sentences when using "to" and using "past"

2. Main activity

- a. How do student practice new language?
- b. Do students have the opportunity to listen? Speak? Read? Write?
- c. Do students interact with the teacher? With other students?

The teacher introduces the clock by bringing realia to the class, the teacher turns the clock hand and then introduces the students to how to say the hour if the long hand is at 12 and the short is at 12. Then the teacher also explains again about how to say the number if the short hand is at the hour. 10 and the long hand is at 3 o'clock, then the teacher also teaches how to look at the clock. If the long hand is at 6 o'clock and the short hand is at 9 o'clock, after explaining using realia and showing the real time to the students, the teacher approaches the students one by one to ask about the time and how to pronounce it. Each student gets the opportunity to say how to read the clock which is shown by the teacher as the teacher goes around the class and approaches them from table to table. After that, the teacher draws on the whiteboard, the teacher

draws 2 clocks with the long hand at 9 o'clock and writes the questions below the clock. Then teacher handed out a piece of paper and asked each child to draw a number with the long hand at 9 o'clock, free to fill in the time for the short hand. Teachers very often interact with students. the students are also often interact with each other, such as they often ask each other, "kamu gambarnya kek mana?" Then after that the teacher distributes lottery numbers to the children, the child who gets number 1 will be paired with child number 2, and so on. After that the teacher divides them into roles, one asks questions and one answers according to the picture of the clock they wrote earlier. Then, after everyone has turned, the teacher appoints two children to complete the points on the blackboard.

3. Closing

- a. How does the teacher assess student progress? How does the teacher asses achievement of objectives?
- b. How does the teacher give students feedback? How does the teacher correct errors?
- c. How does the teacher end the lesson?
- d. How often do the students participate? In what ways do they participate? Are all students actively involved in the class?
- e. Does the teacher assign homework or give other follow activities?

The teacher assesses students' progress face to face, the teacher asks directly about what they learned today so they can find out how far they have understood the material about clocks. The teacher provides feedback by giving rewards in the form of praise when a student answers correctly. Teacher also corrects children's mistakes directly and explains where the children's mistakes are. The teacher gives the task of decorating the clock that the children have made earlier and showing it next week so they can stick it in their notebooks, then the teacher will ask again about the clock they made and how to name it. The teacher closes the lesson with a song to make the children ready to the next lesson

5. Students characteristic and their reaction during teaching- learning process

They looked enthusiastic about learning. At the beginning of class their attention was slightly disturbed by the presence of observers in the class. Some of them, when asked by the teacher, seemed embarrassed to show their answers. They looked excited when the teacher gave the task and were excited when they were asked to draw. Children also practice asking questions, even trivial things, such as "bu, gambarnya boleh pakek pulpen gak bu? ?" "bu, namanya di boleh ditulis dibelakang ?", " bu, kapan kita hiasnya bu?"

6. Teacher challenges during teaching- learning process

The teacher's challenge during the teaching and learning process is how the

3	Picture	√	
4	Contrast		
5	Translation	√	
6	Explanation	√	
7	Presentation	√	
8	Enumeration		
9	Game	√	
10	Song		

4. Teaching – Learning process

1. Opening

- a. How does the teacher begin the lesson?
- b. How is new vocabulary introduced?
- c. How are new language structures presented?

The teacher starts the class with greetings, then prepares the students. The teacher checks her students' equipment and begins prayer. Vocabulary is introduced through writing and translation on the board. Language structures are introduced by directly touching related objects. for example, the teacher touches the pen and then explains to the students that if the pen is close then we use "this is" but if it is far away then we use "that is"

2. Main activity

- a. How do student practice new language?
- b. Do students have the opportunity to listen? Speak? Read? Write?
- c. Do students interact with the teacher? With other students?

Students practice New Language by memorizing and pronouncing objects. They interact with teachers and other students. they look active and often participate in class. teachers teach using pictures. The teacher pastes pictures around the class on the whiteboard. Then the teacher gives the children the opportunity to hear how the teacher pronounces it and look at the picture the teacher is pointing at. then the teacher tells the students to follow the teacher's words. The teacher asks the students to come to the front of the class and point to the picture mentioned then tells them to guess what picture it is. The teacher also provides explanations and vocabulary by directly touching objects in the class

3. Closing

- a. How does the teacher assess student progress? How does the teacher asses achievement of objectives?
- b. How does the teacher give students feedback? How does the teacher correct errors?
- c. How often do the students participate? In what ways do they participate? Are all students actively involved in the class?
- d. How does the teacher end the lesson?
- e. Does the teacher assign homework or give other follow activities?

After all of students get the turn to come forward, the teacher gave them the quizzes on the book. The teacher does not give the feedback and correction directly in the class, she will give them the correction after the students collect their task which is written on the note book. The teacher end the class by giving salam and motivation for her student to keep studying.

5. Students characteristic and their reaction during teaching- learning process

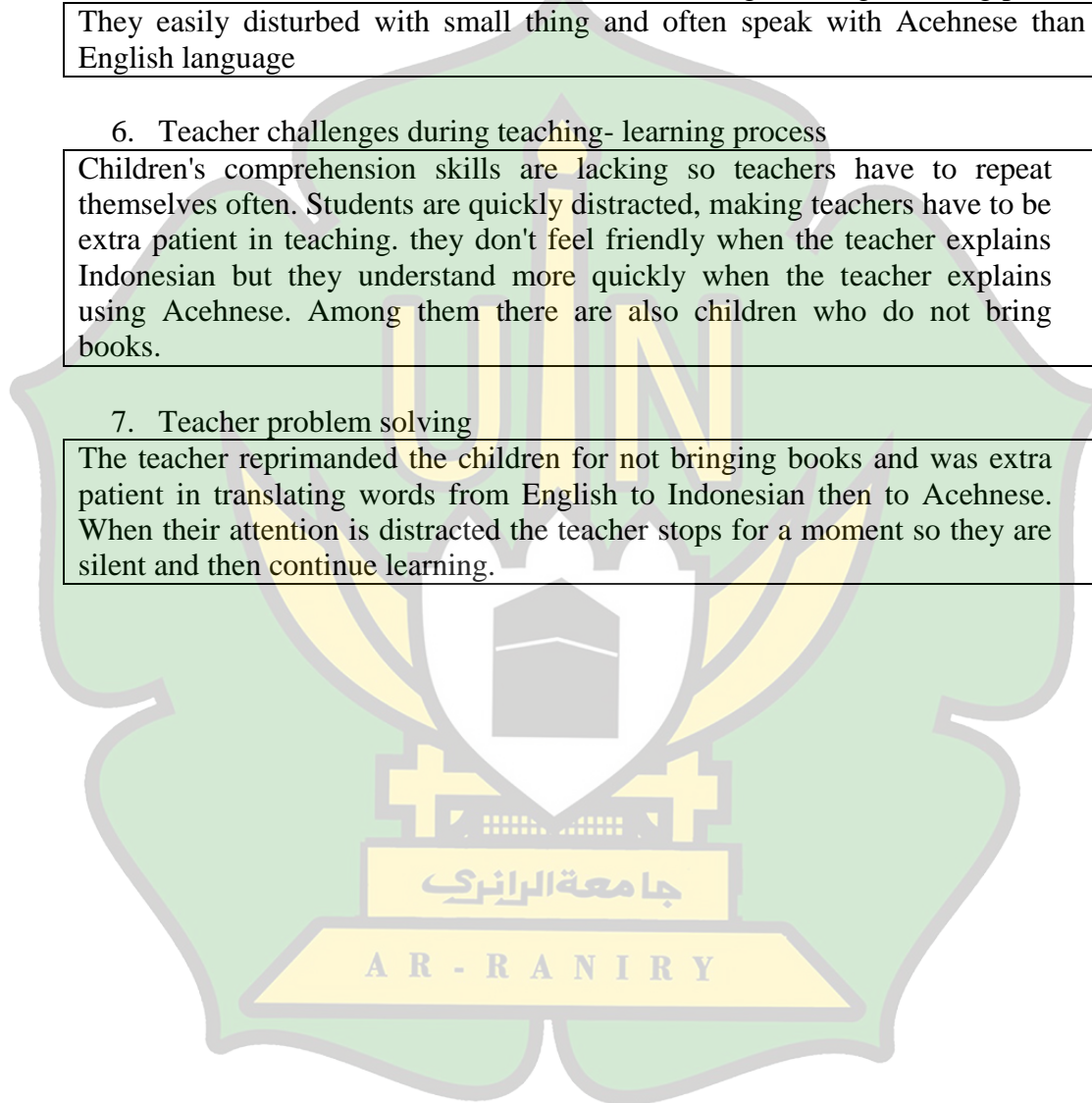
They easily disturbed with small thing and often speak with Acehnese than English language

6. Teacher challenges during teaching- learning process

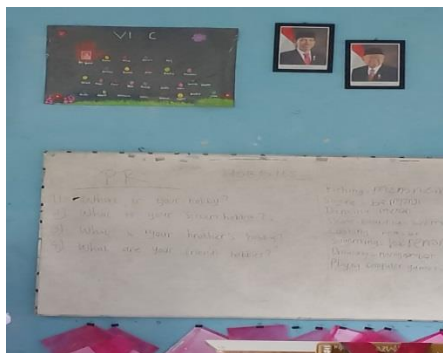
Children's comprehension skills are lacking so teachers have to repeat themselves often. Students are quickly distracted, making teachers have to be extra patient in teaching. they don't feel friendly when the teacher explains Indonesian but they understand more quickly when the teacher explains using Acehnese. Among them there are also children who do not bring books.

7. Teacher problem solving

The teacher reprimanded the children for not bringing books and was extra patient in translating words from English to Indonesian then to Acehnese. When their attention is distracted the teacher stops for a moment so they are silent and then continue learning.



APPENDIX J : DOCUMENTATION



Observation in class VI C MIN Sabang



Observation in class VI C MIN Sabang



Observation in class V MIN Paya Seunara



Observation in class V MIN Paya Seunara



Observation in class V MIN Paya Seunara



Observation in class IV MIN Anoi Itam