TEACHERS' PERCEPTION OFAGE DIFFERENCES IN ACQUIRING ENGLISH VOCABULARY

THESIS

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Submitted to Fakultas Tarbiyah dan Keguruan
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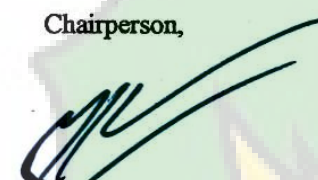
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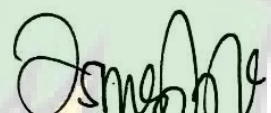
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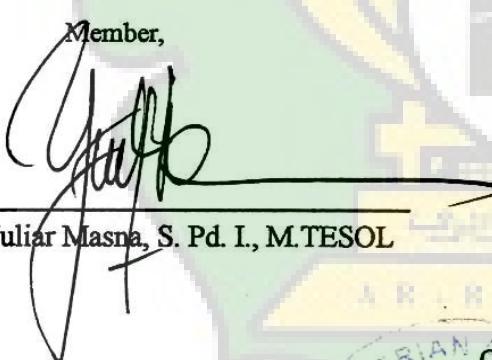
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SURAT PERNYATAAN KEASLIAN

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Teachers' Perception of Age Differences in Acquiring English Vocabulary

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

Banda Aceh, 4 January 2021
Saya yang membuat surat pernyataan,

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*In the name of Allah the Most Gracious the Most Merciful*

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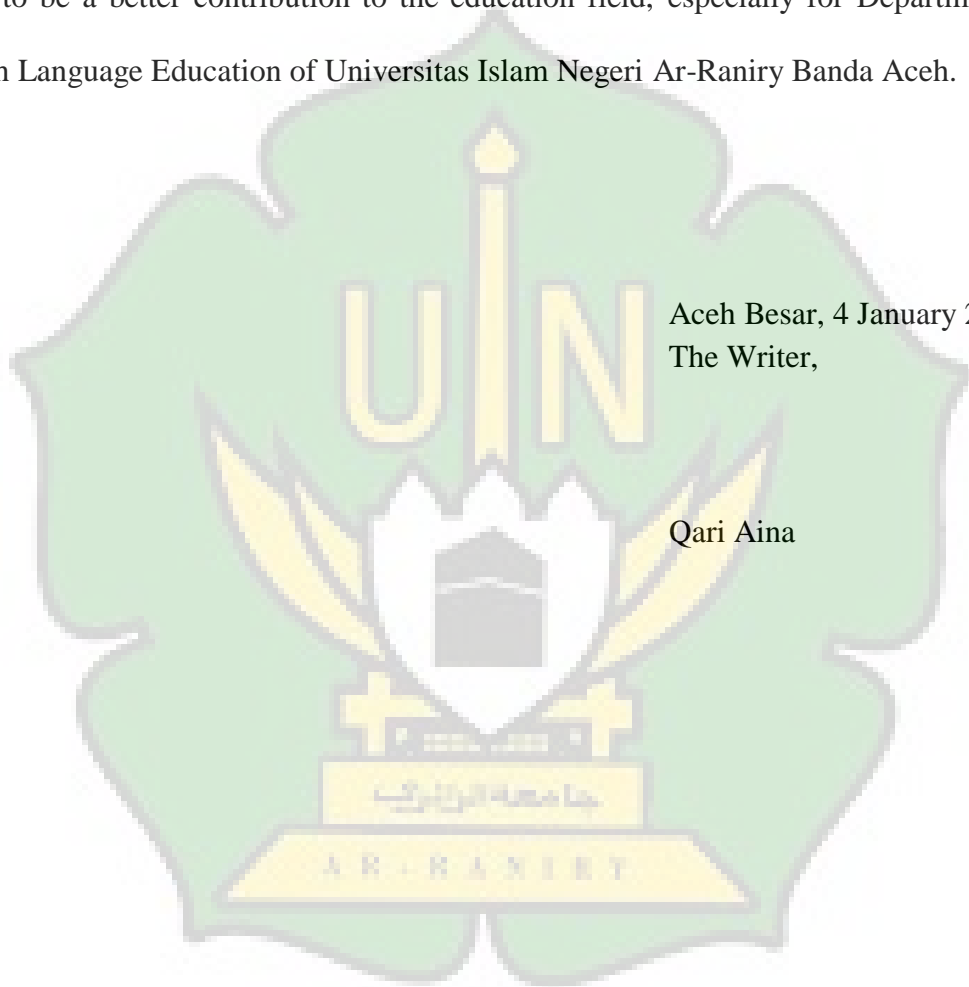
ABSTRACT

Name | : Qari Aina
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Faculty | : *Fakultas Tarbiyah dan Keguruan*
Major | : Department of English Language Education
Thesis working Title | : Teachers' Perception on Age Differences in Acquiring English Vocabulary (A Comparative Study between Adult and Young learners)
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This research study aims to identify teachers' perception regarding the effectiveness of learning vocabulary for students in different ages. The research design used descriptive analysis method. Also, this study used Purposive sampling as the technique in order to find the suitable participants for this research study. The total number of participant was eight teachers at SMPN 1 Indrapuri, SMP UNGGUL Ali Hasjmy, MAN 1 Aceh Besar, and MAN 3 Aceh Besar. The data of this study was collected by semi-structured interview technique. The data gathered by the participants, so it is possible to ask further information as well as follow up questions. The findings showed that the teachers were successful in acquiring students' English vocabulary by using some strategies. Those strategies were active reading strategies, grammar translation method, cooperative learning method and learning media. In addition, the reason for differences in acquisition of vocabulary it is because the teachers usually use the strategy to improve students' skill in acquiring English vocabulary in many ways. Thus, the students still had problem on their pronunciation, practicing, and imitation.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, research question, the aims of the study, significance of study, terminologies.

A. Background of the research

Vocabulary is the core component of English language. It is generically defined as the knowledge of words and word meanings. Many students use vocabulary to learn English vocabulary. The students use English vocabulary to refer to the kind of words that students must know in communicating. The students uses words in communicating such as think, express idea and feeling (Kamil & Hiebert, 2005). English vocabulary is the central language constructed by words. The student should know the vocabularies word such as productive and receptive. Productive means the words and phrases used by students on a regular basis. This is an opposed words and phrases that students understand in English vocabulary. In addition, Receptive means the teacher's vocabulary defined by words so the student could be understands and doing process. It may be more extensive than the student vocabulary uses regularly (Pam, 2013).

In English vocabulary, the students also need to know the skill in acquiring their English vocabulary, such as speaking, listening, reading and writing. English vocabulary and speaking skill have a closely relationship. In acquiring English vocabulary, the students must practice then speaking. By using an English vocabulary, the students can speak and communicate with others to get or share information or express idea, feeling, thought spontaneously (Wessels, 2011).

In addition, although speaking, reading is the best choices, because it is a wide variety of students that can build up English vocabulary and acquire the skill in the proper use of words, phrases and idioms. It helps the students to improve their grammar. Grammar is important to the students in learning English vocabulary as foreign language. Wilkins cited in Thornbury (2004) argues that grammar is the skill that to be master in vocabulary. Without grammar it can be conveyed, and without English vocabulary nothing can be conveyed. It means that even someone has good grammar but it useless if they do not know many vocabularies. So those statements imply that the importance of learning English vocabulary. It is because learning English vocabulary does not only focus on the meaning of each word but also focuses on how to pronounce the word correctly and using the context of the words. The weakness of English vocabulary skills leads to a misunderstanding of the contextual meaning of words. Many students memorize a lot of English vocabulary but sometimes they are difficult in using the words based on the context.

However, to be master in English vocabulary is not an easy thing. Students need a lot of practices in acquiring their English vocabulary. There are many students cannot remember their English vocabulary. It is because they seldom practice and felt afraid to make mistakes when they are trying to speak English. It makes the students prefer to be quite and not active in English speaking (Brown, 2001).

To overcome with this problem, the teachers need to find out the effectiveness way to teach English vocabulary. The teachers should create a media to make students speaking up in acquiring English vocabulary. Byrne (2001) argues that media is used to help the student for speaking in acquiring their English vocabulary. It can make an

interaction between the teachers and students in learning process. The media that can make teachers easy to transfer knowledge to the students. The students are spirit when they study with the media. Teachers should choose the right media that match with the material. The material of English is very varied so the teachers are obligated to choose the suitable approach, strategy and media in other to achieve the learning purposes easily, and the media makes students to be more motivated to study. In this modern era, teachers could be use media such as textbook, journal, newspaper, or magazine in acquiring students' English vocabulary. Also, the student may find a lot of media that they can use to improve their English vocabulary (Sparks, 2007, p. 12).

The ways of learning English vocabulary for the learners are also varied. One of the ways in learning English vocabulary to the student is teaching. Teaching English vocabulary is to help student in acquiring English vocabulary especially for adult learners and the young learner. Adult learners and the young learner had different models and strategies in learning English vocabulary. Most teachers believe that young learners are better than adults when attempting to learn an English language. Teaching vocabulary for young learners is extremely different from teaching adult learners. It is because they are more enthusiastic, active, and easily adaptive than adults. According to Fauziati, 2010 (as cited in Hadfield, 2008) "The young learners are the children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exciting. Therefore in presenting English, especially English vocabulary, the teacher should be creative in choosing material and able to stimulate the student's interest". The teacher needs to manipulate some strategies to support the teaching and learning process. Brown (2001)

argues that teaching vocabulary is incorporated into the communicative task, attention to lexical forms is now more central to the development of language. In teaching English vocabulary, adult learners are very independent, while young Learners are not. It is possible and even beneficial to give adults more autonomy in their lessons. Autonomy means the capacity of an act in accordance with objective the influence of desires. However, for young Learners, it is necessary to give them lesson plan in the teaching English vocabulary. It is because the young learners are close effectively with any issues of classroom management.

In addition, teaching young learners is challenging for teachers because it is so much different from teaching adults. Klein (2005) has argued that young learners tend to change their mood every other minute, and they find it extremely difficult to communicate. Therefore, many models or strategies must be provided in teaching young learners to acquire the English Vocabulary. One of them is singing a song. Most of young learners love to listen or singing the songs. Song is one way to improve young learners' vocabulary that can make it easy to memorize. On the other hand, the teachers of young learners must be able to choose the right songs to teach related material. It is extremely good for young learners to acquire vocabulary subconsciously. Furthermore, not only young learners but also adult learners like to the listen music in English, so that they can learn the meaning in each word and also makes easier for them to remember English vocabulary. To successfully teach young learners, the teachers need to require the specific skills and intuitions that from those appropriate for adults (Brown 2001, p. 87). The process of learning English vocabulary is taken more seriously by adult learners because they know why they do it and why they need it. Young learners may be

interested in activities but they rarely relate them to their future benefits in learning. Adult learners are not only self-motivated but also set goals to attain them in the future. Also, English vocabulary acquisition can be another goal set by an adult person to be achieved.

Based on the explanations above, the writer decided to investigate the teacher's perception of age differences in acquiring English vocabulary. It is because many strategies have been applied to teach English Vocabulary. So, in this research study aims to identify teachers' perception regarding the effectiveness of learning vocabulary for students in different ages.

B. Research Question

Based on the background above, some research problems are formulated by the writer:

1. How do the students of different age learn vocabulary?

2. What are the differences in their acquisition of vocabulary?

3. Why do the student different ages take place in acquisition of vocabulary?

C. The Aims of Study

Based on the research questions above, this research aimed to obtain following the study:

1. To know how do the student learn vocabulary in different age

2. To find out what are the differences between adult and young learners in acquisition of vocabulary

3. To know why the student different ages take place in acquisition of vocabulary

D. Significance of the Study

The significance of this research expected to be used in both the students and teachers:

1. *The Students*

For students, it can be stimulate students to improve their vocabulary skills since they know that learning vocabulary is not complicated then they be able to improve their vocabulary by knowing many models and methods according to age differences.

2. *The Teachers*

Based on this research, the writer expected that this study can improve the teacher's knowledge of understanding age differences in learning Vocabulary and how to teach according to age. So, it makes the learning process in the classroom be more interesting and enjoyable for students.

E. Terminology

In this Terminologies concern some terms in this study that should be explained in order to avoid ambiguity and misunderstanding, they are:

1. *English Vocabulary*

There are many definitions of English vocabulary. Kamil & Hiebert (2005) has argued that Vocabulary is the core component of language in English. It is generically defined as the knowledge of words and word meanings. Many students use vocabulary to learn English. The students use vocabulary to refer to the kind of words that students must know in communicate or something that expands and deepens over time. Also Hedge (2000) has argued that vocabulary plays an

important role. It is one of the most important aspects of a foreign language. While depending on Richards & Renandya (2002) has argued that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. So, the English Vocabulary is a very important component to be focused on by teachers during Teaching English, especially in teaching English vocabulary.

Based on these statements, the writer can concluded that vocabulary is a list of words as a basic component of language proficiency usually developed with age. Then, English vocabulary must be taught to young learners and adult learners properly for basic tools to communicate in expressing their ideas and feelings. Therefore, in this study, the writer focuses on the way of the learning process in acquiring English Vocabulary for young learners aged 12-13 years old in the Junior High School and adult learners aged 18-19 years old in the Senior High School.

2. *Adult learners*

Adults are defined as learners who are characterized by a complete intellectual and social maturity. These are students who are aged 19 or more. Harmer (2007) has argued that implicitly states that adult learners can engage with abstract thought, have a pattern of learning and a whole range of life experiences, to understand why they are learning and what they want to achieve in their learning vocabulary. They have gone through many years of education and then may have studied at a higher level. Because of a long journey of good and bad learning experience, adults have formed a strong opinion about how to process learning and teaching should be carried out.

To be successfully in learning English vocabulary, especially in adult learner, teachers have to understand how is the adult learn best to improve they vocabulary. An adult is a complete student because they have special needs and requirements as learners. Harmer (2007) has argued that to points out that many adults can sustain a level of motivation by holding on to a distant goal in a way adult find more difficult. Merriam (2013) has argued that there is some characteristic that is common for all adult learners such as adults have accumulated life experience, have more critical in giving opinions and giving judgment, also have an autonomous, self-directed and the individual differences.

In this context, based on the statement the writer can conclude that although adult learners are people who already have a high learning experience. In teaching English vocabulary, teachers must use classroom activities with various strategies and many models so, that the teaching and learning process is more effective and optimal. It is a support to make it easier for adult learners to get vocabulary quickly. Then, in this study, the writer focuses on how the teacher taught the vocabulary for adult learners aged 18-19 years who are studying in the second year of adult learners.

3. *Young Learner*

Young learners as children who have yet started compulsory schooling and also yet started to read (Reilly & Sheila, 2003). While Scott & Ytreberg (2001) has argued that young learner have classification in which they divided as young learners and it included into two main groups such as five to seven olds and eight to ten-year old. They added that each group has its abilities in doing things and recognizing the world around them.

Moon (2000) has argued that as young learners have a lot of energy but minimum concentration, it is better to engage them in physical activities within a concrete environment. If children create their visuals and reality, they be interested in the activities and take more responsibility for the materials.

In English Vocabulary learning for young learner context, teachers have to use classroom activity more seriously. It means that they must be taught with models and methods that strongly support the vocabulary learning process so that young learners do not get bored easily. Therefore, classroom activity must be highly optimized. In this study, the researcher focuses on the way teachers in delivering English Vocabulary to young learners aged 12-13 years old who studying in first grade class of Junior High School.
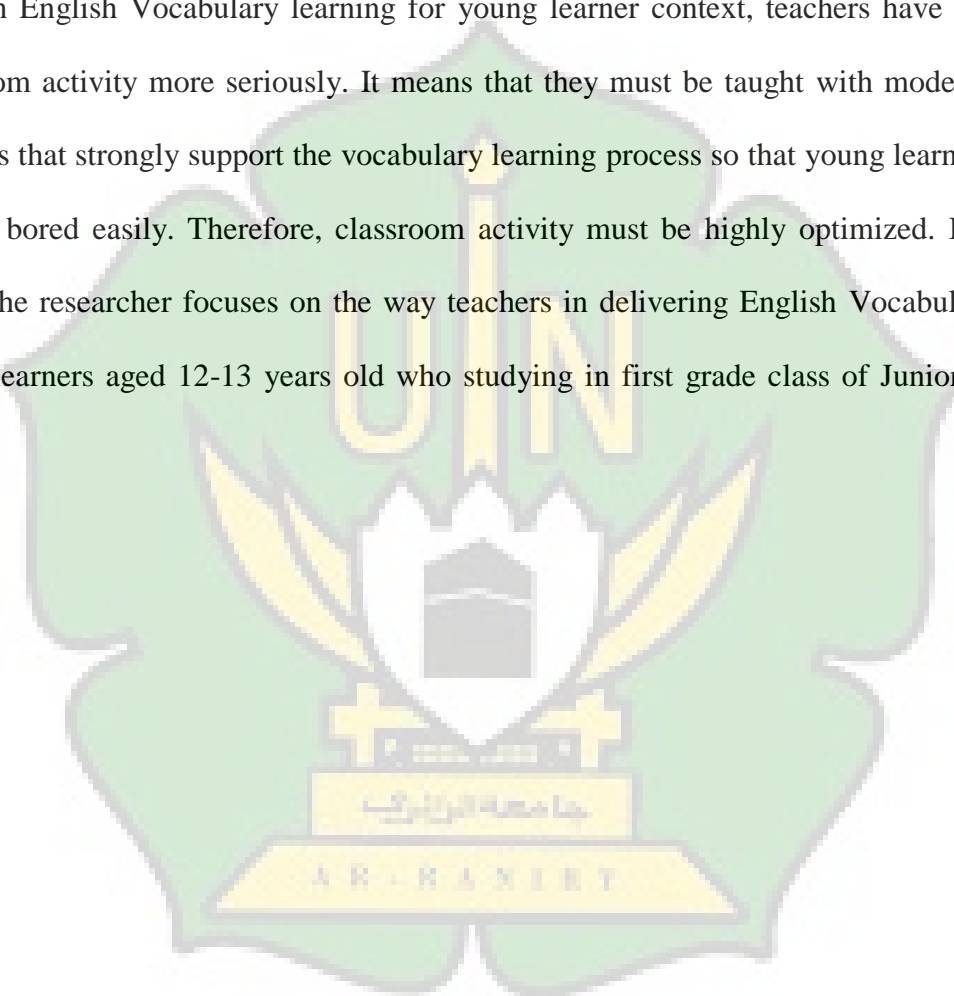
CHAPTER 2

LITERATURE REVIEW

This chapter discusses specific literature related to this study. In addition, it also attempts to explain some theories from various experts who are relevant to the definition of vocabulary, characteristic of young learner, characteristic of adult learner, principles of teaching young learner, principles of teaching adult learner, and the teaching of vocabulary for young learner, The explanations are as follow:

A.   Definition of Vocabulary

In language learning, mastery of vocabulary is crucial. Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when teaching and learning a foreign language. Wessels (2011) has argued that knowledge of vocabulary is essential to students' academic success. If students do not understand the meaning text of learning, they find it difficult to understand the content. Therefore, mastering the vocabulary can help students understand the materials and any skills in English learning.

In Indonesia, vocabulary is given little priority and learned incidentally. Because of that, teachers should have clear vocabulary learning goals for their students. The goals should be dependent on the time available for vocabulary learning inside and outside of the classroom and methods used for learning. So, Hornby (2006) has argued that vocabulary as all words that a person knows or uses when they are talking about a particular subject in a particular language. Brown (2001) has argued that vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language.

While Hiebert & Kamil (2005) argued that vocabulary is the knowledge of the meanings of words. Knowledge of words can be obtained in two forms such as oral and written.

The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary helps students mastering English. The importance of vocabulary was also noted by Richards & Renandya (2002) argued that in believing vocabulary is a crucial in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write. One of the most crucial problems that come up is student's still lack vocabulary. This fact as confirms by Kweldju & Priyono (2004) who found that students in learning English in EFL context. This problem may have something to do with how teachers and students perceive vocabulary teaching and vocabulary learning as well as how vocabulary is taught and learned in the practice of ELT.

1. *Types of Vocabulary*

Hiebert and kamil (2005) argued that the propose word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. They also define knowledge of words also comes in at least two forms as follows:

a. Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. A Productive vocabulary is the set of words that an individual can use

when writing or speaking. They are words that are well-known, familiar, and used frequently.

b. Receptive or recognition vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able to assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

2. *The Aspects of Vocabulary*

There are several aspects of lexis that need to be taken into account when teaching vocabulary. The list below is based on the work of Gairns and Redman cited in Moras (2001) Boundaries between conceptual meaning is to know not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning, such as: cup, mug, bowl.

a. Polysemy*:* distinguishing between the various meaning of a single word form with several closely related meanings, such as: head: of a person, of a pin, of an organization.

b. Homonymy: distinguishing between the any single words meaning form which has several meanings which are not closely related, such as a file: used to put papers in or a tool.

c. Homophony: understanding words that have the same pronunciation but different spellings and meanings, such as: flour, flower.

d. Synonymy: distinguishing between the different shades of meaning that synonymous words have, such as: extended, increase and expand

e. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speaker's attitude or the situation. A Socio-cultural association of lexical items is another important factor.

f. Style, register, dialect: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

g. Translation: awareness of certain differences and similarities between the native and the foreign language, such as: false cognates

h. The Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word, such as: sleep, slept, sleeping; able, unable; disability

i. Pronunciation: ability to recognize and reproduce items in speech.

B.   Characteristics of young learners

Harmer (2001) has argued that young learners get their understanding not only from explanation but also from what they see and hear, learn when they have a chance to touch and interact. The children in primary or elementary setting generally learn by way of physical activities (learning by doing). They learn through hands-on experiences and the manipulation of objects in the environment. In other words, learning come from the real experience of the children's life (Scott, 1990; Mustafa, 2003).

These characteristics should be known and understood by the teacher to give a contribution to improve the quality of the teaching and learning process. According to the characteristics of English for young learners divided into two groups (Scott and Ytreberg, 2010):

1. *Five to seven years old*

Young learners are five to seven years old have characteristic. They can talk about what are they doing, tell about what have done and heard, plan the activities, argued for something and tell what they think, used logical reasoning, used their vivid imaginations, and also can understand direct human interaction.

Other characteristics of the young language learner are they know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed and the rules help to nature a feeling of security. They understand the situation more quickly than they understand the language use and use language skills long before they are aware of them and their understanding comes through hands, eyes, and ears, they are very logical. They have very short attention and concentration spans, young children sometimes have difficulty in knowing what fact is and what is in fiction. And they are often happy playing and working alone but in the company of others. The adult world and the child's world are not the same, they seldom admit that they do not know something either.

Young children cannot decide for themselves what they learn, young children love to play and learn best when they are enjoying themselves, and young children are enthusiastic and positive about learning. While Pinter (2011) has explaining in Piaget's theory, at the 6-7 years of age, children are at their pre-operational stage of cognitive

development, meaning that they are already able to understand concepts like counting, classifying according to similarity. They have an idea of past, present and future but focused on their present. They are still not able to abstract concepts. At the age of 7, though, they demonstrate an intellectual revolution when they start thinking in a more logical way

2. *Eight to ten years*

Characteristics of eight to ten years olds are they have very decided views of the world, they can tell the difference between fact and fiction, they ask the question all the time, they really on the spoken word as well as the physical world to convey and understand the meaning, they can make some decisions about their learning, they have definite views about what they like and do not like doing, they have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions, and they can work whit others and learn from others. Scott and Ytreberg (1990) has argued that young children start a year earlier and in some schools, the foreign language be introduced from the first grade. In the seventh grade, they have to start learning a second foreign language.

Pribilova (2006) has argued that the young children have different learning like they are happy when they can play, they love to share their experiences, they love when people pay attention to them and their talking, they can talk about what they are doing, they use imagination a lot, they can think, argue, discuss and they can interact with both children and adults, they can concentrate for a certain time, they understand situations and through situations – they use several senses, they can use language skills not even

realizing them, they do not realize what is fact and what is fiction sometimes, they want to learn and are happy when they learn something, then they have to share it with somebody and they are proud that they learned something, they can show off a little bit, Often they "teach" each other, they love to be praised for what they have done and learned, this is very important fact to keep their motivation.

C. Characteristics of Adult learners

Adult learners are naturally independent, with specific objectives, problem solvers as well as full of experience. Kuhn and Pease (2006) argued that adult may learn effectively because they learn more rapidly because they have a greater base of knowledge to bring o their knowledge.

Knowles cited in Rogers (2007) has argued that characteristics of adult learners have been elaborated:

Table 1.1
The characteristics of adult learners

No	Characteristics of adult learners
1.	Independent and self-directed
2.	Adult learners gain experience
3.	Voluntary learners
4.	Oriented Relevancy
5.	Self-esteem and self-image
6	Adults are practical
7.	Orientation to learning
8.	Learning communities

From the table 1.1 above that explanation of characteristic adult leaner's are Adult Learners are self-directing so that teachers must understand these characteristics and help students to achieve their goals in learning. besides that adult learners have more experiences which is becomes an increasing and important resource for learning

process. teacher have to respect on their experience and knowledge so that during interaction and discussion using learner experience and existing knowledge can help them more confident and empowered learner.

Then, the third characteristic is voluntary learners mean that adult learners learn without pressure or compulsions so as to achieve an easy learning goal. Furthermore, adult learners have to know how relevant the learning process is to them.so that, what they want is in accordance with what they learned. The other point building of a positive self-image should be the goal of any learning situation. If the learner stressed, over anxious they be not able to learn.

Experiences provided to the learners should be positive that boost their confidence, morale, self-esteem and bolster a positive self-image. Next, adult learners are pragmatic and practical. They have to see the relevance, usefulness and benefit of the learning activity that participated in. they need information that can be immediately applicable to their professional needs, and prefer practical knowledge that improve their skills.

The seventh point is the orientation to learning. Bowles (2008) has argued that the adults are life centered meaning they are task and problem centered in their orientations to learning hence the acquisition of new knowledge and new skills through a learning program has to be practical rather than theoretical, vague, ambiguous, and unrelated to their life situation. And the last one is learning community which is adult learners has their own needs that bring them to a learning situation. Hence, they can benefit from interactions of their own kind and accelerate the pace of learning.

D. Principles of Teaching Young learners

1. *Present the task properly*

The Application of better teaching methods increases the motivational levels of the learners. In other words, interestingly presenting the tasks creates a positive attitude towards learning.

Teachers should try to change the way they present tasks by attracting the learner's attention through the use of games, videotapes, and flashcards according to the level of their language and age as well as by using cognitive-based activities, to break the everyday routine that the learners expect from their teacher, and to raise the level of attention of students.

2. *Develop a Good Relationship with the Learners*

Al-Moghani (2003) has argued that to point out that the value of developing good relationships between teachers and students is well known among teachers in general, and teachers of a second language in particular. However, the "personal relationship between students and teachers is not common in Libyan schools. It is believed that a certain distance should remain between students and teachers to maintain the relation of respect expressed towards teachers.

3. *Activities should be fun and enjoyable*

Moon (2001) has argued that emphasizes the idea that activities should be fun for children to keep them motivated and interested. Besides, according to Piaget's theory, learning occurs when children take action, so children can learn English better by doing.

4. *Children are full of energy*

Asher (2012) has argued that the suggested that primary teachers may find it helpful to associate language learning with physical responses which are more effective

with children compared with adults as they are very active and as a result appreciate the enthusiasm gained from TPR classes.

5. *Support and guide your students*

Cameron (2001) has argued that Children need to be supported and guided, making them interested in the activity and showing them how to do it while controlling their frustrations during the process of learning

6. *Recycling*

For better language learning, language items should be recycled wherever possible using different activities in which each is based on the information presented in the previous activity. e.g: listening to something than talking about it and after that reading the same thing.

E. The Principles of Teaching Adult Learners

1. *Adults understand why something is important to know*

Adult students are special because they step foot into a classroom with the desire to learn. They are there to learn something new or become certified in a particular field. This principle is not about why adults are sitting in class looking to feed off of knowledge, but rather why each component of the course teaching is an important part of the learning process

2. *Adults have the freedom to learn in their own way*

Many adults can remember having only one type of learning style growing up; this is mainly determined by their teachers' preferred teaching method. However, as an adult

learner, you may find out that you prefer a different learning style or a combination of all three such as visual learners, auditory learners and tactile learners.

3. *Learning is experiential*

Experiential learning experiences can take many forms. The activities that engage the students in enhancing their learning experience. Examples of learning activities include small group discussions, experiments, role-playing, plays, making something on their desk or table, or drawing something specific. Learning activities also keep people excited, especially activities that involve moving away from their desks.

4. *The time is right for them to learn*

Adult students choose to be in your class, which means they have determined that the time is right.

5. *The education process is positive and encouraging*

As an adult student teacher, it is important to exude positivity, encouragement, and patience. Building motivation in the classroom can facilitate effective learning for students. Give students time to respond when asking questions. Adult learners may take a moment to consider their answers. Recognize their contribution, even if it is small.

F. The teaching of Vocabulary for Young Learners

Based on the opinion of Suyanto (2007), in general, children learn faster vocabulary when supported with props or aids, such as pictures or real objects. Probably one of the reasons is that when using the props right word has meaning when it is given with the picture.

Table 1.2

Word list in teaching vocabulary for young learner

No	The teaching of vocabulary for young learner
1.	Word group
2.	Base word
3.	Word cards
4.	Appoint Alphabetical
5.	The word false true
6.	Words of figure
7.	Letter word
8.	The word pairs
9.	Keyword
10.	Exchange word

From the table 1.2 above that there are some principles teaching for young learners according to suyanto (2007) include: First, The word group which is the purpose of this technique so that the students learn to interpret the words of a group of words or a few sentences of various terms in following the said function. Equipment used only stationery. Second, the base word is a word which is situated in the middle of a sentence or a word that became the center of the core part of the said section. For example, the teacher handed the base of the root word then students mention a word stem, leaf, fruit, and so on. The purpose of this learning technique for students to determine the meaning of words that had close to the word. The tool used to taste the word cards. This activity can be done individually or in a group. Furthermore, word cards which this technique is a word card learning techniques compound words through the card. The card measures 2 cm wide and 15 cm long in which is written a single word.

Sparks (2007) has argued that learning techniques can be done individually or in groups. Learning technique intended word cards so that students can easily, happy, and passionate in understanding compound word through its path alone. The other point is

appointed. Alphabetical that learning the alphabet is designated for students to produce words rapidly and a lot in a short time. When the teacher handed me the letter s, students can cite success, brushes, illness, hard, healthy, and so long as the word begins with the letter s. Tools needed are as many letter cards. This technique can be done individually or in groups. Then, The Word False True that purpose of learning techniques one true word is that the students can choose the correct word from the wrong quickly. If the teacher handed the correct word to the students, they wrote a letter in their notebooks. Students can name the correct word with the letter B and the one with the letter S. For example the teacher showed the class the pharmacy students immediately mention the letter S in the word pad sign is "wrong". Tools needed are sheets inscribed with the correct word and the wrong word writing.

The sixth point suyanto (2007) argued that Words of Figure, this technique aims at learning words from the image so that students can make a quick word based image seen. For example, the teacher showed a picture of the flood that hit the village. From these images, the students produce said water, disaster, fish, dirt, smells, and so on within the stipulated time. Tools needed are pictures that vary according to the theme of learning, the same size as a large calendar. Then, Letter Word, this purpose of learning technique appeal is said that students can define synonyms or antonyms. Students were given 4 synonyms or 2 words antonyms then students interpret each word to find similarities or differences through benchmarking. The tools used are envelopes and cards taped words Manila paper to be used in subsequent learning. And the word pairs, in this technique student can make compound words quickly and accurately. Each student receives one word then the student is looking for a partner with another friend

while matching the received word that can each form a compound word. The tools used are the card says some students.

Keyword the purpose of learning techniques is the keyword for students to define the word to represent the content of the reading or writing contents. When given a single sheet of paper, students can interpret the text with a minimum of 5 words. For example, after students were given writing Surabaya, direct students to write the word congestion, slums, flooding, pollution, and busy. Paper copies of the necessary tools following the theme of learning. This activity can be done individually or in groups. The last one is exchange word, learning techniques bourse said aims to enable students to explain the meaning and understand the structure rapidly based on the ability of the students themselves. Tools needed a large jar with a translucent piece of content as many words (said to number in hundreds). It would be better, the word is affixed on the manila paper is slightly thicker, so durable. The word can be gained from making their own or cut out words from newspapers, magazines, or mail. Teaching vocabulary to young learners is much different from adults. Cameron (2001) has argued that young learner's cognition in the stage of pre-operational concrete where learners should learn by concrete samples, not the abstract one.

In terms of learning vocabulary, young learners need to be given a wide variety of activities which relate to the different senses. Activities in a young learner classroom should be short. With adults, it is possible to spend more time on learning tasks so it is possible to engage more deeply with the learning materials. Then the biggest difference between teaching adults and young learners is what the students bring to the classroom.

Young learners bring enthusiasm, curiosity, and energy, while adults have already had a lifetime of experiences and have their ideas and opinions.

G.   Relevant Study

To support this research, the researcher has read some previous study related references and research undertaken. First, A Previous study was carried by Kristin Natalina Nugraha Bakti (2018) about "Vocabulary learning strategies used by Junior High School Students", the result showed that young learners preferred guessing a word's meaning from context and remembering the word. So it can be conclude that by remembering the words and guessing the meaning of the word can give a big impact for young learners in acquiring vocabulary.

Second, a previous study was carried by "Mafruchah (2017) about "Difference age in teaching and learning vocabulary" she found that there are differences between adult and young learners. Adult learners have to know how to learn vocabulary well. Adult more motivated, they become more aware of the importance of the study. But young learners do know yet how to learn vocabulary, they need more instruction from teacher. Most of young learners study English only when they are in the English Class. It concluded that there is a difference in acquiring vocabulary. It can all be seen from the way they learn. They are enthusiasm and interest in during teaching vocabulary.

From the previous studies above, the writer believes that in acquiring English vocabulary had many strategies in English teaching depend on their age. It makes English vocabulary teaching more effective. They get the vocabulary to what is needed. The teacher gives vocabulary gradually so that students can acquire the vocabulary well.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the research design, Participants, technique of collecting data, and technique of data analysis.

A. Research Design

The writer used descriptive analysis method in this research. The reason is because the writer analyzed and described all the data found. The data was gathered by interview. Creswell (2014) has argued qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. Creswell (20120 has argued that qualitative research involves collecting data and working with text, images, or sounds. Content analysis is one of the numerous research approaches to analyzing data qualitative research. Also, Wright (2017) has argued that content analysis is a kind of developing knowledge which is the units of analysis in a text are connected to create the objective of how the language used to reconstruct the knowledge itself. The finding of descriptive qualitative data is not arrived in statistical procedures, but in descriptive procedures. In this research, the writer described the finding of teacher's perception of age differences and then connected them in acquiring English Vocabulary.

B. Participants

In this study research, the writer used primary data or original data. Original data mean the researcher collect the data by themselves. It is from the result of the participants (Zacharias, 2011, p. 11). The population of this study was eight teachers in

perception regarding the effectiveness of learning vocabulary for students in different ages. Also, this study used Purposive sampling as the technique to employ in order to find the suitable participants for this research study. Purposive sampling technique is an intentionally selected to choose participants based on their qualities in order to achieve a depth understanding which corresponds with the study (Etikan, & Bala, 2017). This technique also has some advantages such as far less complicated to set up, considerably less expensive, and perfectly qualified to be used in the research study.

Table 2.1
Teachers' Initial in students of different ages

No	Teachers' Initial	The name of school
1	MD	MAN 1 Aceh Besar
2	ZN	MAN 3 Aceh Besar
3	AM	MAN 3 Aceh Besar
4	NF	SMP UNGGUL Ali Hasjmy
5	RF	SMP UNGGUL Ali Hasjmy
6	MZ	SMPN 1 Indrapuri
7	NA	SMPN 1 Indrapuri
8	AM	SMPN 1 Indrapuri

From the table 2.1 above that there are the names of eight teachers in perception regarding the effectiveness of learning vocabulary for students in different ages conducted at SMPN 1 Indrapuri, SMP UNGGUL Ali Hasjmy, MAN 1 Aceh Besar, and MAN 3 Aceh Besar by involving teachers as the participants. Furthermore, after the participants were selected, they were interviewed, and asked for their perception regarding the effectiveness of learning vocabulary for students in different ages. Then, they were interviewed at specified time according to the agreement made beforehand. The interview was done in English and it was tape-recorded. Each interview took about 16-30 minutes.

C. Technique of Collecting Data

In collecting the data, this research study applied interview as the technique to find the result of the research. Interview is an appropriate method to use when the topic of a research discusses about feeling, perception thought, and experiences. It is a research tool that can be defined as a person-to-person structured conversation for the purposes of finding meaningful data which has to be collected, analyzed, and validated (Griffee, 2012). Regarding to the extent of the information needed by writer, interview can be designed in three types. There are structured interview, semi-structured interview, and unstructured interview (Edwards & Holland, 2013). This research used semi-structured interview when gathering the data from the participants so that it is possible to ask further information as well as follow up questions. It was essential step in order for the writer to have the desired data.

The core advantage of using semi-structure interview is to get in depth information from the interviewees. Then, it is also considered as one of an effective ways to gather the data. Additionally, it flows naturally like the usual conversation. Follow up questions were also prepared as more information could be further gathered from the interviewee. Furthermore, tape recorder and notes were essential to be used for minimizing the errors and mistakes that might happen when the interview was conducted.

In this research, the interview started with some warming up questions. The theme of the questions was divided into two main topics: the first topic focuses on the participants' strategies to teach the students in different age learn vocabulary. Next, the

second topic of the interview session is the teacher was asked about their perception regarding the effectiveness of learning vocabulary for students in different ages.

E. Techniques of Data Analysis

In this study, the data were analyzed by using descriptive analysis method. Before the analysis was done, the data were acquired from transcripts and the additional notes created when interviewing. The data analysis was first started by reading the transcripts several times before coding the transcript into two themes.

Furthermore, the transcripts and the notes taken before were required to create a written narrative data. For the record, taking note during the analysis process is essential to avoid misinterpretation in analyzing the data (Griffee, 2012). Lastly, the final process of data analysis was summarizing the gathered data from the sources.
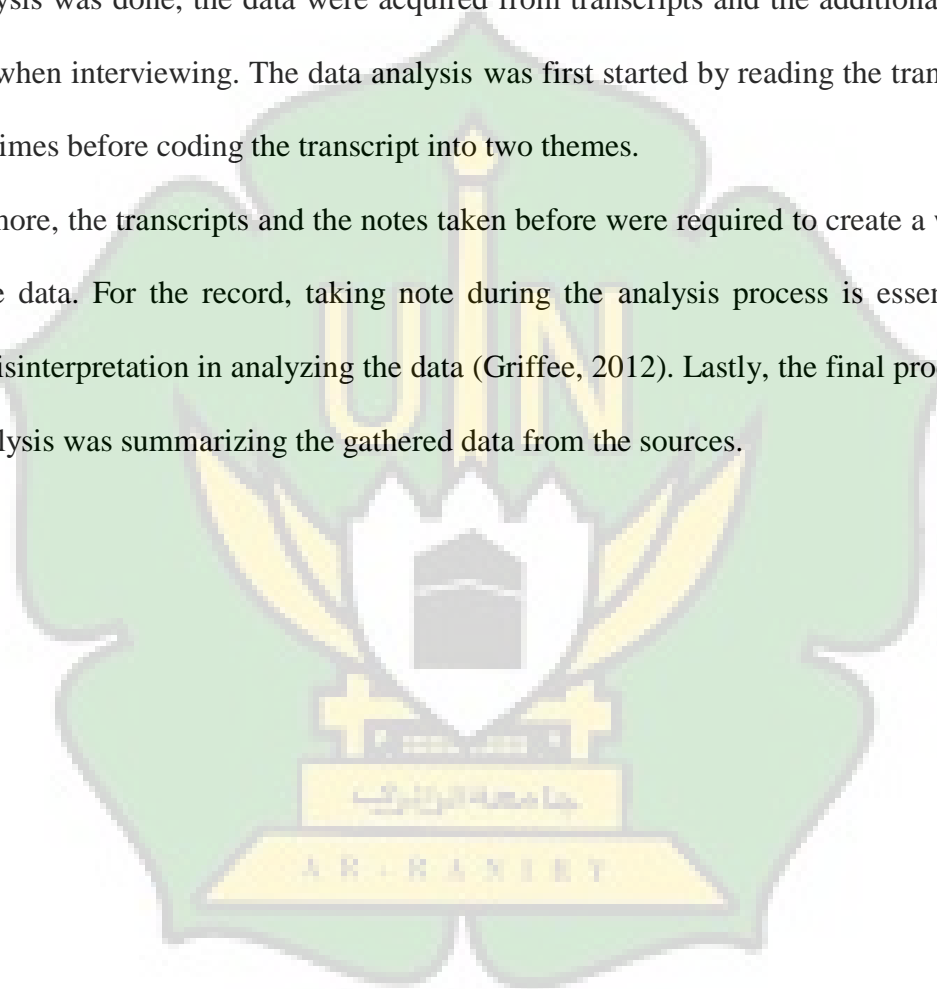
CHAPTER 4

FINDING AND DISCUSSION

This chapter deals with the findings and discussion of the research. The data which came from the interview were analyzed to answer three of the research questions. The results are presented descriptively.

A. Finding

This study aims at answering three research questions which are How do the students in different age learn vocabulary, what are the differences in their acquisition of vocabulary and why do the student different ages take place in acquisition of vocabulary. Eight teachers were interviewed from batch 2020 at SMPN 1 Indrapuri, SMP UNGGUL Ali Hasjmy, MAN 1 Aceh Besar, and MAN 3 Aceh Besar. They were asked some questions about the teacher perception of age differences in acquiring learning English vocabulary between adult and young learners. The findings were categorized based on the research question.

1. The students in different age learning vocabulary

From the interview, it was found that the teachers have various strategies of student different age learning vocabulary. Those strategies are provided respectively based on teacher's perception section below:

a. Active Reading Style

Generally, all of the participants suggest that the student different age learn vocabulary by using active reading style. It is the best strategy to improve the students'

English vocabularies especially for adult and young learners. The active reading style strategy focuses on to get in-depth understanding of the text especially in acquiring English vocabulary. Under this strategy, the student actively involved their vocabulary with the text while reading. It is a determination to understand and evaluate to student needs. This is one of the teaching strategies that teachers used for acquiring English vocabulary. Four of eight teachers said that active reading style was very helpful for increasing their vocabulary. One of the participants, MD, said that to improve student different age vocabulary, especially in adult leaner the student must read the text. By reading the text, the students are knew the vocabulary automatically that they do not know before.

> MD: ''… I give them tasks especially in reading text. When they are read the text then they are knew the vocabulary automatically that they don't know before and difficult word too.

Another participant, ZN, also mentioned that she usually gave the student reading text especially in adult learner to increase their vocabulary.

> ZN''… I have been gave them text reading then, they search the verb from the text. Also, I suggested them to write 10 times words in the paper then ask them to memorize.

The teacher who taught young learner, MZ said that to improve the student different age vocabulary, especially young learner. The teacher gave the student difficult vocabulary to acquiring their English vocabulary.

> MZ''… Also give them to find out the difficult word in reading text. By reading

the text the student were improve their
English vocabulary quickly.

However, it can be concluded that to acquiring the student vocabulary, the teacher should be used active learning strategy to improve their English vocabulary. It is an actively strategy to involve their vocabulary with the text while reading and was very helpful for increasing English vocabulary. Besides active reading style, the interviewees propose that there are three other strategies that they use of student different age in acquiring English vocabulary.

b. Grammar Translation Method

Grammar Translation Method or known as GTM is a traditional method teaching technique that was used to teach Latin and Greek during the 16th century. It was focuses on the grammar of the target language, with passages being translated into the mother tongue. It is a classical method of teaching foreign language as students' second language. In grammar translation method, the students learn grammatical rules by translating sentence between the target language and the native language. This is one of the teaching strategies that teachers used for acquiring English vocabulary. One of eight teachers said that Grammar Translation Method was very helpful for acquiring English vocabulary. One of the participants, NA said that to improve their vocabulary the student used grammar translation method.

NA''… I used grammar translation method
to improve the student English vocabulary
so the students were remembering the
vocabularies quickly.

As from the interview, it can be said that the reason of choosing Grammar Translation Method to the student different age was because it is a traditional method teaching technique that focuses on the grammar of the target language, with passages being translated into the mother tongue. So, this method was very helpful for acquiring English vocabulary. For the time when NA, was teaching in adult learner, she evaluated the student vocabulary, such as noun, verb, etc. Also, she gave them vocabulary based on the English material.

c.   Cooperative Learning Method

Cooperative Learning Method is the method focuses on learning activities to improve students' understanding of an acquiring English vocabulary by using structured approach which involves a series steps, requiring students to create, analyze, and apply the concepts. There was one of the teachers preferred to Cooperative Learning Method for acquiring the student English vocabulary. One of the teachers are AM, she said that to increase the student vocabulary especially in adult learner, the teacher use the Cooperative Learning Method.

> AM,''…I used Cooperative Learning Method to improve their English vocabulary so the students were easy to speak with their friends.

In addition, the other interviewee, AM, mentioned that she used Cooperative Learning Method. From this method, she can be able to improve the students' understanding of an acquiring English vocabulary by using structured approach which involves a series steps, requiring students to create, analyze, and apply the concepts.

d. Learning Media

Out of the eight respondents, only four teachers, MD, ZN, NF and RF are using media learning to acquiring English vocabulary. They mentioned that this strategy was not only for acquiring student vocabulary, but also to improve the students' understanding of an acquiring English vocabulary in general. That is why the teacher often exposed the student by learning media.

Learning Media is a tool that is used by the teacher in acquiring English vocabulary. It is a support students' success in learning process and stimulate the student interested. In this media the teachers are used games, cards and pictures to make student more active in delivering messages in acquiring English vocabulary. In the learning media, the teacher usually used card, picture and game to make the student different age vocabulary, especially adult and young leaner interesting in acquiring English vocabulary. They also said that when the student practiced this media, it would challenge them to understand of each pronunciation in English vocabulary.

> MD,''… the media that I used in acquiring the students' English vocabulary by using card and picture.

> ZN,''… gave them media, such as card, game of the vocabulary. It is an essential media to improve the students' English vocabulary.

> NF,''… I gave them media in acquiring the students' English vocabulary, such as card and picture.

> RF,''… the media that I used in acquiring the student English vocabulary such as card and picture media. It is an effective way to make student were interesting in English vocabulary.

As from of the interview of the teacher perception ,the writer could be said that the reason of learning media in acquiring the English vocabulary to improve the students' understanding by using card and picture. The teacher used media to make students were easy to learn English vocabulary. This is one of the strategies that teachers use to make students speak and communicate with others.

2. Different ways of vocabulary acquisition

The teachers have various perceptions to the student different ways of vocabulary acquisition. One of the main differences between adult and young learning are their knowledge and behavior during the class, the teacher said adult learners are already knew the English basic vocabulary than young learner. Adult learners are very independent, while young learners are not. It is beneficial to give adult strategies or media that can improve their English vocabulary. In terms of learning, young learners need to be given a wide of variety of activities relate to the different senses. Young learners are sensory learners and respond well the activities which acquiring the English vocabulary and make them interesting. While adult learners it is possible to engage deeply with learning material especially in active learning strategies in the learning material.

Seven of eight teachers said that the students' differences age in acquisition of vocabulary was same and depending on the student itself. The seven respondents are MD, ZN, AM, MZ, RF, NA, and AM, the teachers said that the student differences age in acquisition of English vocabulary often depending on the student itself and the student of adult and young learner have same way in acquiring the English vocabulary

> MD,''… it was same. It is because teacher taught based on the syllabus and they did not have significance different.
>
> ZN,''… Its same, but sometimes its depending on the students, if they like English language then they are easy to understand the vocabulary.
>
> RF,''… It was same, and depending on the student itself. Adult learner

Another participant, MZ, NA and AM, also mentioned that in their perception the student already knew the word to increase their vocabulary and by using mobile phone.

> MZ,''…It same, it is very useful for them in learning English, because they are know the word.
>
> NA,''…It is same. It is because the student already to know the vocabulary by phone because in this era, the student have mobile phone to develop their vocabulary
>
> AM,''…It is same, but they already knew the vocabulary by their mobile phone and it can improve their English vocabulary.

However, the writer can be assumed that the perceptions to the student differences age in acquisition of English vocabulary is their knowledge and behavior during the class, the teacher said adult learners are already know the English basic vocabulary than young learner. Adult learners are very independent, while young learners are not. The students knew the vocabulary it is depend on the student itself and by using the mobile phone.

3. The reason for differences in acquisition of vocabulary

Based on the interview, it was found that reason for differences in acquisition of vocabulary regarding the teachers' perception are follow:

a. Pronunciation

Pronunciation is the way of producing the sounds of speech, including articulations, stress, and intonation. It is one of the important roles in learning English especially in acquiring English vocabulary of the student different age. Adult and young learner should deliver their speech by using their correct pronunciation. But, this is very difficult to them because they are still confused between vocabulary, pronunciation and how to write the correct word. So, it is one the reason why the students' differences age taken place in acquisition of vocabulary. Four teachers are become as respondents, MD, ZN, NF, AM mentioned that they got the reason why the student different age felt difficult in acquiring English vocabulary

> MD,''….pronunciation is reason why make student difference age difficulty in acquiring the vocabulary
>
> ZN,''….them through their pronunciation, because it is a reason the student got difficulty
>
> NF,''….in learning English as their second language. And they got the difficult in pronunciation.

Another participant, AM, mentioned that the student different age is not interesting in English class.

> AM,''….Pronunciation, but sometimes they are not interesting in English class. It is because they think that English is difficult.

b. Practicing

Practicing in English is very important of student different age especially adult and young learner in acquiring English vocabulary. It is the activity of doing something regularly in order to become better. The ways to practice in acquiring English vocabulary, such as talk to yourself and friends, read along the text, memorizing the vocabulary that given by the teacher, etc. But, this is very difficult of the student because they are lazy to practice in acquiring their vocabulary. The respondents, MD, ZN, NF stated that for increasing the vocabulary in acquiring the student different age, it is a reason why the students differences ages take place in acquisition of vocabulary

> MD,''….Practice. It is the best way in acquiring English vocabulary with them continually.
>
> ZN,''….Practice, but they are lazy to improve their English vocabulary it is because English vocabulary is difficult to memorize
>
> NF,''…. Ask them to practice with their friend and other. But, they are very lazy to achieve their English vocabulary.

c. Imitation

Imitation is an exercise in which students read, copy, analyze, and paraphrase the text of the teacher or an author. It is the learning or teaching strategies of English language teacher use to make student different age especially adult and young learner in acquiring their English vocabulary. One participant in the research, AM, said that she

taught the English vocabulary to the student by imitation. It is that useful for the student itself.

> AM,''….Imitation to make student different age acquiring their English vocabulary. With imitation the student could be able to remembering English vocabulary as soon as possible.

As from the interview, it can be assumed that the reason for differences in acquisition of vocabulary it is because the teachers usually use the strategy to improve students' skill in acquiring English vocabulary in many ways. The student needs to acquire their English vocabulary as the second language. It was very helpful for the student itself. By evaluating and give them strategies, the teachers are much sure the student can use the vocabulary to speak with other, especially with foreigners. However, students still had problem on their pronunciation, practicing, and imitation.

B. Summary

This section summaries the result of findings of the conducted research. It is divided into three points based on the findings for three research questions.

1. The students in different age learning vocabulary

From the data approach, all the teachers already prepare before teaching English vocabulary. Amounts of the strategies that teacher used to make student active in English class. The teacher also needs to support the teaching and learning process in acquiring English vocabulary. Wenden and Rubin (2010), as cited in Mattarima, (2011) define learning strategies as for any set of operations, steps, plans, routines, used by

learners to enhance their knowledge especially English vocabulary. Students are used this strategy to improve their skill for acquiring English vocabulary.

In acquiring English vocabulary, the teacher used active reading style. In active reading style, reading is the one of the strategies to improve the students' English vocabulary, especially for adult and young learner. The active reading style strategy focuses on to get in-depth understanding of the text especially in acquiring English vocabulary. With this strategy, the student actively involved their vocabulary with the text. It is a determination to understand and evaluate to student needs. This strategy helps the students to increase their vocabulary in English vocabulary (Cheng, 2015).

However, the strategies that teacher used for acquiring English vocabulary is grammar translation method. It is a method or strategy to improve the student English vocabulary. Grammar translation method is a traditional method teaching technique that was used by the teacher in evaluating. It focuses on the grammar of the target language. Therefore, the teachers choose grammar translation method to teach the student in grammatical rules by translating sentence. Furthermore, this strategy as metacognitive strategy related to the evaluating students to improve the English vocabulary (Cheng, 2015).

In addition, cooperative learning method is the method or strategy used by teacher to make student increase their English vocabulary. It focuses on learning activities to improve students' understanding. The teachers choose cooperative learning method to teach the student by using structured approach which involves a series steps, requiring students to create, analyze, and apply the concepts. Kagan (2009) has argued that this strategy engage the student for improving themselves of self-confidence.

The last strategy that teacher used for acquiring English vocabulary is learning media. In learning media, the teachers increase student English vocabulary to support students' success in learning process and stimulate the student interested. In this media the teachers are used games, cards and pictures to make student more active in delivering messages in acquiring English vocabulary. In learning media, the teacher usually used card, picture and game to make the student different age vocabulary, especially adult and young leaner interesting in acquiring English vocabulary. This is a quite effective and efficient for students interesting in acquiring English vocabulary. This strategy is considered as cognitive strategies (Cheng, 2015). It could be determined that the three of the theories; memory, metacognitive, and cognitive strategies, are dominantly used in preparing the student in acquiring English vocabulary.

2. *Different ways of vocabulary acquisition*

Based on the interview approach of the teacher perception, the students in different way of vocabulary acquisition had significant difference. In general, one of the main differences between adult and young learning are their knowledge and behavior during the class, the teacher said that adult learners are already know the English basic vocabulary than young learner. It is beneficial to give adult strategies or media that can improve their English vocabulary (Safitri, 2018). In terms of learning media, young learners need to be given of activities relate in acquiring their English vocabulary and make them interesting. While adult learners it is to engage deeply with learning material. By give them text reading it can make the students easy in acquiring the English vocabulary

3. The reason for differences in acquisition of vocabulary

Based on the explanation above, all of the teachers' perception the reason for differences age in acquisition of vocabulary it is because amounts of teachers usually use the strategy to improve the students' skill for acquiring English vocabulary in many ways, such as: pronunciation, practicing, and imitation.

The first reason of teacher perception is pronunciation. For pronunciation, the teacher used of producing the sounds of speech, including articulations, stress, and intonation to the students. It is one of the most effective strategies in learning English especially in acquiring English vocabulary of the student different age. It is based on the theory from Rajadurai (2001), mentioned that Pronunciation is the speech by using their correct pronunciation. But, this is very difficult to them because they are still confused between vocabulary, pronunciation and how to write the correct word. So, it is one the reason why the students' differences age taken place in acquisition of vocabulary.

The second reason of teacher perception is practicing. The student needs to Practice in English. It is very important of student different age especially adult and young learner in acquiring English vocabulary. Practicing is the activity of doing something regularly in order to become better. It is the ways to practice in acquiring English vocabulary, such as talk to yourself and friends, read along the text, memorizing the vocabulary that given by the teacher, etc. But, this is very difficult of the student because they are lazy to practice in acquiring their vocabulary. However, the students used practicing to help by classifying English vocabulary word (Fink, 2015). The students were expected to decide the right words or phrases which contain in acquiring the vocabulary.

Lastly, the reason of teacher perception is imitation. The students had to imitate the teacher to get the correct English vocabulary. It is an exercise in which students read, copy, analyze, and paraphrase the text of the teacher. Learning or teaching strategies of English language teacher use to make student different age especially adult and young learner in acquiring their English vocabulary. In imitation the students need to discover the text through finding the vocabularies and some details. It is an effectively in finding vocabulary by imitating them automatically. This strategy is crucial for helping students finding the English vocabulary (Fanani, 2014).
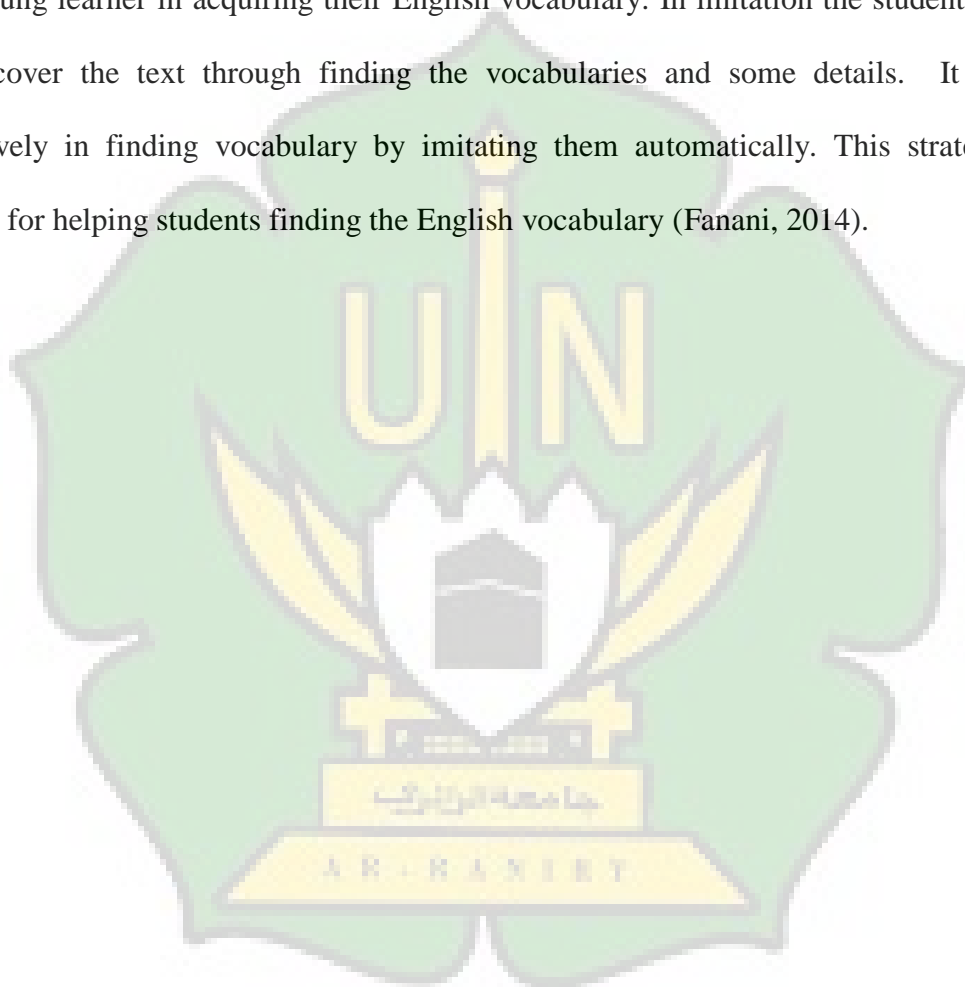
CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing, classifying, and describing all the data found in chapter 4, it is part for the writer to give a conclusion. Here are some conclusion statements formulated by the writer:

From the discussion in the previous chapter, the writer can conclude that the teacher's perception of age differences in acquiring English vocabulary especially adult and young learner is categorized based on strategy, method, and media. The teacher used active learning strategy to make student get in-depth understanding of the text in acquiring English vocabulary. However, the method that teacher use in acquiring English vocabularies are grammar translation method and cooperative learning method. Grammar translation method is a method that teachers used as the students' target language. In grammar translation method, the students learn grammatical rules by translating sentence between the target language and the native language. Also, the cooperative learning method is a method in learning activities to improve students' understanding of an acquiring English vocabulary by using structured approach. In the end, the teachers used media learning in acquiring their English vocabulary. It is an alternative way of students' success in learning process and stimulate student interested. The teachers used media such as games, cards and pictures to make student more active in delivering messages in acquiring English vocabulary.

Regarding the relationship between teaching vocabulary and acquiring in English vocabulary of age differences especially adult and young learner by their knowledge and behavior during the class, adult learners already knew English basic of vocabulary than young learner. Also, the teachers stated that the serious problem for Adult and young learner in acquiring English vocabulary is pronunciation. Pronunciation is the big problem to them. It is very difficult because they are still confused between vocabulary and how to write the correct word order.

The best way in acquiring English vocabulary for adult and young learner is practicing. The teacher states that it is an activity of doing something regularly in order to become better. Practicing is important ways in acquiring English vocabulary, such as: talk to yourself and friends, memorizing the vocabulary that given by the teacher. Also, the skill that teacher used to make student different age in acquiring English vocabulary is imitation. Imitation is an exercise in which students read, copy, analyze, and paraphrase the text of the teacher. It is the teaching strategies to make student in different age especially adult and young learner acquiring their English vocabulary.

Thus, from the explanation above, the writer can conclude that all of the teachers do in acquiring English vocabularies are so inspiring. The strategy, method, and media applied by the teachers are really useful to make students in different age especially adult and young learner more active in acquiring their English vocabulary.

B. Suggestion

Finally, based on all of the finding of this research, it is part for the writer to give some suggestions. The suggestions are intended for:

1. The teacher

The Teacher of adult learners should choose the appropriate media such as movie, song, game, YouTube in in acquiring their English vocabulary. It can make the students more interesting to study English as their second language.

The teacher of young learner should use the active learning strategy and the game in acquiring English vocabulary. It is the way to teach them easier to understand and memorize the new word

2. The students

The students should be more active to improve English vocabulary. The students especially adult and young learner should not depend on their teacher to study English vocabulary. They can use media such as game, Internet, YouTube video and so on. So, they can understand vocabulary easier with their own way.
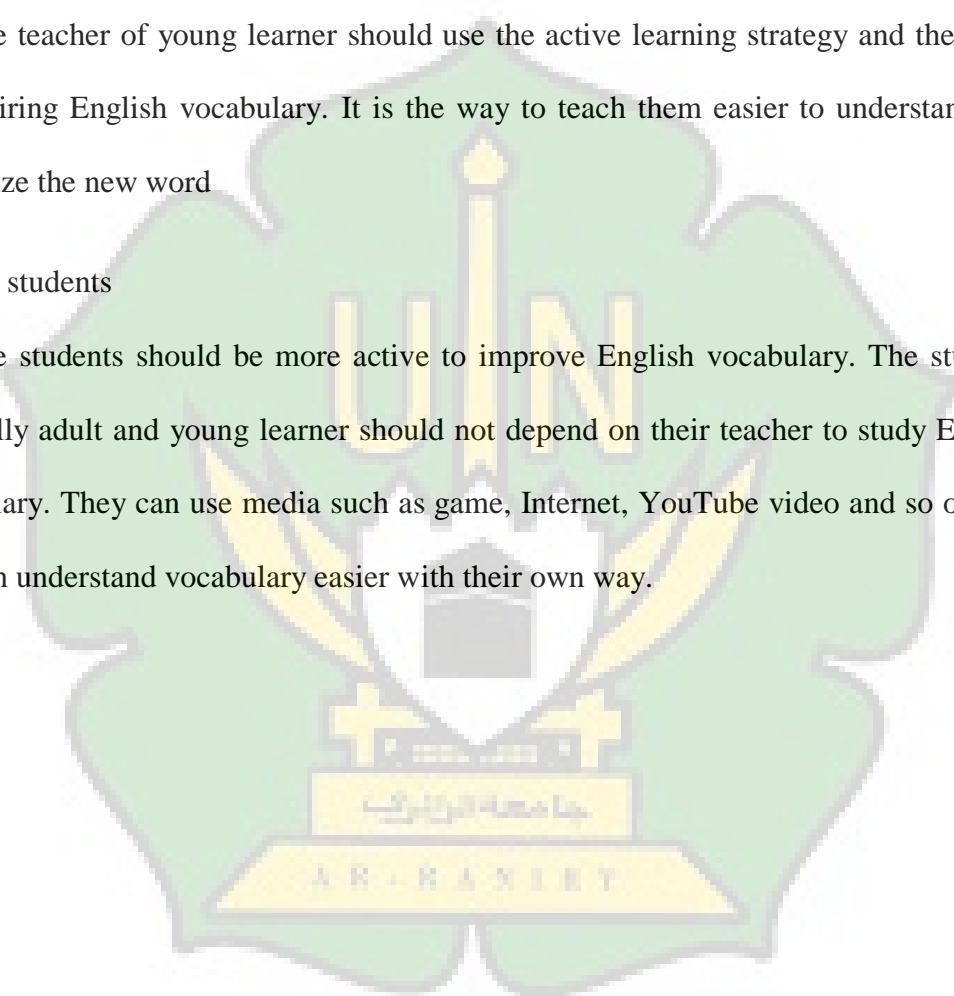
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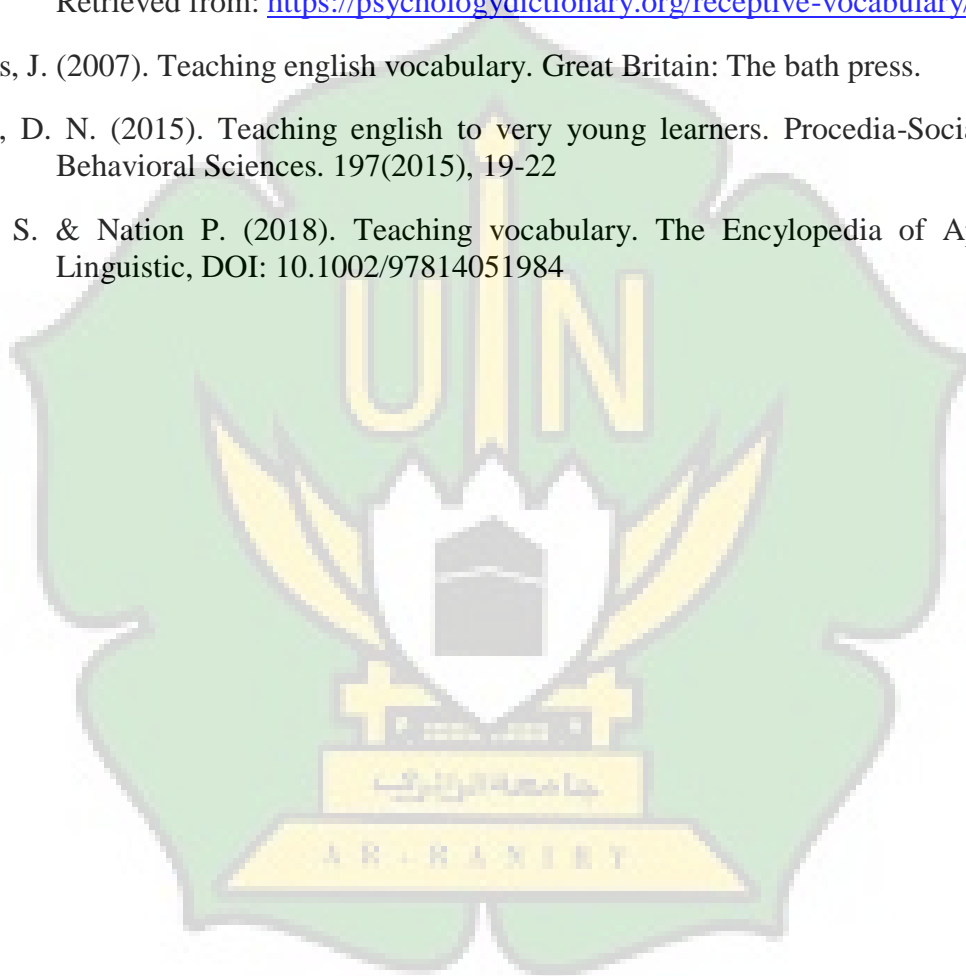
SURAT KETERANGAN
SUDAH MELAKSANAKAN PENELITIAN
Nomor: 848/๐ฮา / 2020

Berdasarkan Surat Pimpinan Fakultas Tarbiyah dan Keguruan UIN-Aaniry Nomor: B-12289/ Un.08/ FTK.1/ TL.00/11/ 2020 Tanggal 11 November 2020 tentang Permohonan Izin Penelitian dan Pengumpulan Data pada SMPN 1 Indrapuri.

Dengan ini Kepala SMPN 1 Indrapuri dengan ini menerangkan sebagai beikut;

Nama	:	**Qari' Aina**
NIM	:	**160203007**
Semester/ Jurusan	:	IX/ Pendidikan Bahasa Inggris
Alamat	:	Gampoeng Lam Ilie ganto Kecamatan Indrapuri Kabupaten Aceh Besar

Benar telah melakukan tugas penelitian dan pengumpulan data pada tanggal 17 s.d 19 Desember 2020 untuk keperluan penyusunan Skripsi yang berjudul: **"Teacher's Perspective of Age Differences in Acquiring English Vocabulary" (A Comparative Study Between Young and Adult Learners)**

Demikianlah surat keterangan ini kami keluarkan untuk dapat dipergunakan sebagaimana mestinya.

Indrapuri, 21 Desember 2020
Kepala Sekolah,

Drs. Jumadi, M. Si
Nip 19641231 199501 1 009

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SURAT KETERANGAN PENELITIAN
Nomor : 422/ 237 /2021

Yang bertanda tangan di bawah ini :

Nama : Iskandar, S.Pd

Nip : 19661001 199801 1 002

Jabatan : Kepala SMP Negeri Ali Hasjmy

Dengan ini menerangkan bahwa :

Nama : Qari'aina

NIM : 160203007

Prodi : Pendidikan Bahasa Inggris

Alamat : Lam Ilie Ganto, Kec. Indrapuri Kab. Aceh Besar

Berdasarkan surat Wakil Dekan Bidang Akademik dan Kelembagaan Islam Negeri Ar-Raniry Fakultas Tarbiyah dan Keguruan Darussalam Banda Aceh, Nomor B-12289/Un.08/FTK.1/TL.00/11/2020, tanggal 11 November 2020.Benar yang tersebut Namanya diatas telah mengadakan penelitian Ilmiah dan mengumpulkan data pada SMP Negeri Ali Hasjmy Aceh Besar dengan judul Skripsi : " **Teacher's Perspective of Age Differences in Acquiring English Vocabulary (A Comparative Study Between Young and adult Learners"**). Penelitian tersebut telah dilaksanakan pada Tanggal 16 desember 2020.

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya. Atas perhatian dan kerjasamanya kami haturkan terima kasih.

Indrapuri, 11 Januari 2021
Kepala Sekolah,

ISKANDAR, S.Pd
NIP. 19661001 199801 1 002

APPENDIX A

INTERVIEW GUIDLINES

Interview guidelines for teacher "semi structured interview"

School name :

School address :

Class teacher name :

Day/date/month of interview :

Place :

1. How do the teachers teach vocabulary?
2. What is the relationship between teaching vocabulary and acquiring in English vocabulary?
3. How do the teachers assess in acquiring English vocabulary of the student different age in the English language classroom?
4. What is the strategy teacher use in acquiring English vocabulary of the student different age in the English language classroom? Is there any method?
5. What is the difficulty of the teacher found in acquiring English vocabulary of the student different age in the English language classroom?
6. What is the teacher opinion about the different age in acquiring English vocabulary?
7. What is the teacher's perception in acquiring English vocabulary of the student different age especially to adult and young learner?
8. How does the English language teacher can help the student different age especially adult and young learner in acquiring English vocabulary?
9. What is the skill that English language teacher use to make student different age especially adult and young learner in acquiring English vocabulary?
10. How is the language skill assessed in acquiring English vocabulary different age in the English language classroom?

Interview Transcript

a. Adult Learner

Name   : MD

School Teaching   : Grade 2 teacher of MAN 1 Aceh Besar

Interviewer   : QA

The First Respondents: R1

QA	:	How do the teachers teach vocabulary?
MD	:	Teacher do in many methods, I give them tasks especially in reading text. When they are read the text then they are to know automatically the vocabulary that they don't know before and difficult word too.
QA	:	What is the relationship between teaching vocabulary and acquiring in English vocabulary?
MD	:	Teaching and acquiring it was same. It is because teacher taught based on the syllabus.
QA	:	How do the teachers assess in acquiring English vocabulary of the student different age in the English language classroom?
MD	:	It is depending on the topics, maybe the media is used by using card or picture
QA	:	What is the strategy teacher use in acquiring English vocabulary of the student different age in the English language classroom? Is there any method?
MD	:	Reading the text and translation
QA	:	What is the difficulty of the teacher found in acquiring English vocabulary of the student different age in the English language classroom?
MD	:	Its depending on the class itself , many of the students are spelled the word
QA	:	What is the teacher opinion about the different age in acquiring English vocabulary?
MD	:	Pronunciation
QA	:	What is the teacher's perception in acquiring English vocabulary of the student different age especially to adult and young learner?
MD	:	Cannot give the differences
QA	:	How does the English language teacher can help the student different age especially adult and young learner in acquiring English vocabulary?
MD	:	Cannot give the differences
QA	:	What is the skill that English language teacher use to make student different age especially adult and young learner in acquiring English vocabulary?

MD	:	Practice with them continually
QA	:	How is the language skill assessed in acquiring English vocabulary different age in the English language classroom?
MD	:	Translation

Name : ZN

School Teaching : Grade 2 teacher of MAN 3 Aceh Besar

Interviewer : QA

The Second Respondents: R2

QA	:	How do the teachers teach vocabulary?
ZN	:	Depending on the situation and the material itself. If the material explained about introducing self or something I gave them vocabularies, then I write on the white board about the vocabulary and meaning also to make them understand. I have been gave them text reading then they search the verb from the text. Also, I suggested them to write 10 times words in the paper then ask them to memorize.
QA	:	What is the relationship between teaching vocabulary and acquiring in English vocabulary?
ZN	:	Its same, but sometimes its depending on the students, if they like English language then they l easy to understand the vocabulary or contrary.
QA	:	How do the teachers assess in acquiring English vocabulary of the student different age in the English language classroom?
ZN	:	Generally I gave them make up the word or answer the question. Or sometime I give them oral for assess them through their pronunciation, intonation, or etc.
QA	:	What is the strategy teacher use in acquiring English vocabulary of the student different age in the English language classroom? Is there any method?
ZN	:	Songs, picture, or give them topic to expand their writing in paragraph
QA	:	What is the difficulty of the teacher found in acquiring English vocabulary of the student different age in the English language classroom?
ZN	:	That easy to teach senior high school. It is because their

		knowledge is extensive
QA	:	What is the teacher opinion about the different age in acquiring English vocabulary?
ZN	:	They are not take interested with English class, then do not know about English vocabulary
QA	:	What is the teacher's perception in acquiring English vocabulary of the student different age especially to adult and young learner?
ZN	:	Sometimes they are not take attention into English class and don't want to remember the vocabulary. Also, pronunciation is the problem to them it is because stranger in their life
QA	:	How does the English language teacher can help the student different age especially adult and young learner in acquiring English vocabulary?
ZN	:	I always give them vocabulary in English, ask them to speak in English language
QA	:	What is the skill that English language teacher use to make student different age especially adult and young learner in acquiring English vocabulary?
ZN	:	Practice with them, give them media and replied the vocabulary, but they are lazy to do that
QA	:	How is the language skill assessed in acquiring English vocabulary different age in the English language classroom?
ZN	:	Translation is better to make them acquiring vocabulary

Name   : NF

School Teaching   : Grade 3teacher of MAN 3 Aceh Besar

Interviewer   : QA

The Third Respondents: R3

QA	:	How do the teachers teach vocabulary?
NF	:	I always started with conversation in the class, such as how are you today? What it is date today? I also gave them vocabulary and ask them to memorize the words are used every day, such as I go to canteen, do you like to go with me?
QA	:	What is the relationship between teaching vocabulary and acquiring in English vocabulary?
NF	:	Only average, sometimes they are do not know about

		underlined, arrange, also about the basic word of English.
QA	:	How do the teachers assess in acquiring English vocabulary of the student different age in the English language classroom?
NF	:	Difficult word assess in the reading text
QA	:	What is the strategy teacher use in acquiring English vocabulary of the student different age in the English language classroom? Is there any method?
NF.	:	Conversation method and other media
QA	:	What is the difficulty of the teacher found in acquiring English vocabulary of the student different age in the English language classroom?
NF	:	That is totally difficult, because they are not interested in learning English as their second language. Also difficult in pronunciation.
QA	:	What is the teacher opinion about the different age in acquiring English vocabulary?
NF	:	For adult learner is difficult to give them vocabulary, memorize, not confident For young learner, they are easy to understand and got confident self to memorize the vocabulary
QA	:	What is the teacher's perception in acquiring English vocabulary of the student different age especially to adult and young learner?
NF	:	Same as the explanation about, adult learner is difficult to give them vocabulary, memorize, not confident and young learner, they are easy to understand and got confident self to memorize the vocabulary
QA	:	How does the English language teacher can help the student different age especially adult and young learner in acquiring English vocabulary?
NF	:	Ask them to practice with their friend
QA	:	What is the skill that English language teacher use to make student different age especially adult and young learner in acquiring English vocabulary?
NF	:	Ask them to practice
QA	:	How is the language skill assessed in acquiring English vocabulary different age in the English language classroom?
	:	Translation and text

Name   : AM

School Teaching   : Grade 1teacher of MAN 3 Aceh Besar

Interviewer   : QA

The Fourth Respondents: R4

QA	:	How do the teachers teach vocabulary?
AM	:	Ask them to write and read the vocabulary based on pronunciation
QA	:	What is the relationship between teaching vocabulary and acquiring in English vocabulary?
AM	:	Its same, and its depending on the students
QA	:	How do the teachers assess in acquiring English vocabulary of the student different age in the English language classroom?
AM	:	Translation and speaking , based on the topic material
QA	:	What is the strategy teacher use in acquiring English vocabulary of the student different age in the English language classroom? Is there any method?
AM	:	I used Cooperative learning method
QA	:	What is the difficulty of the teacher found in acquiring English vocabulary of the student different age in the English language classroom?
AM.	:	Pronunciation, but sometimes they are not interesting in English class
QA	:	What is the teacher opinion about the different age in acquiring English vocabulary?
AM	:	Adult learner is not easy to give them vocabulary but young learner it easy to give them English vocabulary
QA	:	What is the teacher's perception in acquiring English vocabulary of the student different age especially to adult and young learner?
AM	:	Same as the explanation above, Adult learner is not easy to give them vocabulary but young learner it easy to give them English vocabulary
QA	:	How does the English language teacher can help the student different age especially adult and young learner in acquiring English vocabulary?
AM	:	Practice with their friend, when meeting up the English teacher ask them to speak English
QA	:	What is the skill that English language teacher use to make student different age especially adult and young learner in acquiring English vocabulary?
AM	:	Practice
QA	:	How is the language skill assessed in acquiring English vocabulary different age in the English language classroom?
AM	:	Speaking

b. Young Learner

Name   : MZ

School Teaching   : Grade 3teacher of SMPN 1 Indrapuri

Interviewer   : QA

The Fifth Respondents: R5

QA	:	How do the teachers teach vocabulary?
MZ	:	Give them sentence and ask them to look up the meaning in the dictionary. Also, give them to find out the difficult word in reading text
QA	:	What is the relationship between teaching vocabulary and acquiring in English vocabulary?
MZ	:	It same, it is very useful for them in learning English, because they are know the word
QA	:	How do the teachers assess in acquiring English vocabulary of the student different age in the English language classroom?
MZ	:	Reading the text, and ask them to write down the word on the white board
QA	:	What is the strategy teacher use in acquiring English vocabulary of the student different age in the English language classroom? Is there any method?
MZ	:	Picture and translation method
QA	:	What is the difficulty of the teacher found in acquiring English vocabulary of the student different age in the English language classroom?
MZ	:	Pronounced
QA	:	What is the teacher opinion about the different age in acquiring English vocabulary?
MS	:	Junior high school is still beginner, they do not know much about vocabulary
QA	:	What is the teacher's perception in acquiring English vocabulary of the student different age especially to adult and young learner?
MZ	:	It is different, Junior high school is beginner, they do not know much about vocabulary senior high school had already know vocabulary in English. they know vocabulary by themselves, but junior high school as always directed
QA	:	How does the English language teacher can help the student different age especially adult and young learner in acquiring English vocabulary?
MZ	:	Practice

QA	:	What is the skill that English language teacher use to make student different age especially adult and young learner in acquiring English vocabulary?
MZ	:	Practice
QA	:	How is the language skill assessed in acquiring English vocabulary different age in the English language classroom?
MZ	:	Translation

Name   : RF

School Teaching   : Grade 1teacher of SMPN UNGGUL Ali Hasjmy

Interviewer   : QA

The sixth Respondents: R6

QA	:	How do the teachers teach vocabulary?
RF	:	In the class, I always write on the board based on material, and then I give them basic vocabulary and ask them to memorize.
QA	:	What is the relationship between teaching vocabulary and acquiring in English vocabulary?
RF	:	Its same, but it is not much
QA	:	How do the teachers assess in acquiring English vocabulary of the student different age in the English language classroom?
RF	:	I ask them to memorize the vocabulary that they do not before.
QA	:	What is the strategy teacher use in acquiring English vocabulary of the student different age in the English language classroom? Is there any method?
RF	:	Picture, card, or game
QA	:	What is the difficulty of the teacher found in acquiring English vocabulary of the student different age in the English language classroom?
RF	:	They are not interested, because they still do not know of English
QA	:	What is the teacher opinion about the different age in acquiring English vocabulary?
RF	:	Same as explanation above, They are not interest, they just want to play and not focused of their study. But, adult learner they are had already know about vocabulary.
QA	:	What is the teacher's perception in acquiring English vocabulary of the student different age especially to adult and young learner?

RF	:	I always ask them to read the text and open dictionary
QA	:	How does the English language teacher can help the student different age especially adult and young learner in acquiring English vocabulary?
RF	:	Practice and memorizing
QA	:	What is the skill that English language teacher use to make student different age especially adult and young learner in acquiring English vocabulary?
RA	:	Game and media
QA	:	How is the language skill assessed in acquiring English vocabulary different age in the English language classroom?
RF	:	Translation

Name   : NA

School Teaching   : Grade 1 teacher of SMPN UNGGUL Ali Hasjmy

Interviewer   : QA

The seventh Respondents: R7

QA	:	How do the teachers teach vocabulary?
NA	:	Depending on the topic material, they are not to memorize, I always evaluate the vocabulary to develop them, such as noun, verb, etc. also give them vocabulary based on the material
QA	:	What is the relationship between teaching vocabulary and acquiring in English vocabulary?
NA	:	It is same. It is because the student already to know the vocabulary by phone because in this era, the student have mobile phone to develop their vocabulary
QA	:	How do the teachers assess in acquiring English vocabulary of the student different age in the English language classroom?
NA	:	GTM, I used grammar translation method
QA	:	What is the strategy teacher use in acquiring English vocabulary of the student different age in the English language classroom? Is there any method?
NA	:	Card, games, picture, and as simple I write on the board
QA	:	What is the difficulty of the teacher found in acquiring English vocabulary of the student different age in the English language classroom?
NA	:	They had been forgot about the vocabulary, but sometimes they still confuse between vocabulary and write the correct word

QA	:	What is the teacher opinion about the different age in acquiring English vocabulary?
NA	:	It is depending on the student, junior high school is not easy to memorize vocab, but senior high school is easy to memorize
QA	:	What is the teacher's perception in acquiring English vocabulary of the student different age especially to adult and young learner?
NA	:	Same as explanation above, it is depending on the student, junior high school is not easy to memorize, but senior high school is easy to memorize
QA	:	How does the English language teacher can help the student different age especially adult and young learner in acquiring English vocabulary?
NA	:	I gave them step by step of basic vocabulary, depending on the they needed and it an obligation to bring dictionary
QA	:	What is the skill that English language teacher use to make student different age especially adult and young learner in acquiring English vocabulary?
NA	:	Practice with friend
QA	:	How is the language skill assessed in acquiring English vocabulary different age in the English language classroom?
NA	:	Translation

Name   :AM

School Teaching   : Grade 2 teacher of SMPN 1 Indrapuri

Interviewer   : QA

The eighth Respondents: R8

QA	:	How do the teachers teach vocabulary?
AM	:	Ask them to search the vocabulary, and write the vocabulary that they got in the board. I always taught them real vocabulary
QA	:	What is the relationship between teaching vocabulary and acquiring in English vocabulary?
AM	:	It is same, but they already know the vocabulary by their mobile phone
QA	:	How do the teachers assess in acquiring English vocabulary of the student different age in the English language classroom?
AM	:	It is extremely difficult, because they are not interesting in vocabulary

QA	:	What is the strategy teacher use in acquiring English vocabulary of the student different age in the English language classroom? Is there any method?
AM	:	Introducing vocab with the game and ask them to find out the vocabulary on the internet based on teacher instruction
QA	:	What is the difficulty of the teacher found in acquiring English vocabulary of the student different age in the English language classroom?
AM	:	Pronunciation
QA	:	What is the teacher opinion about the different age in acquiring English vocabulary?
AM	:	Junior high school is easy to teach vocabulary, but senior high school is not easy because they just wanted own desire
QA	:	What is the teacher's perception in acquiring English vocabulary of the student different age especially to adult and young learner?
AM	:	Same as explanation above, Junior high school is easy to teach vocabulary, but senior high school is not easy because they just wanted own desire. The teacher must teach the student correct vocabulary. if it wrong from the start, it is not easy to change
QA	:	How does the English language teacher can help the student different age especially adult and young learner in acquiring English vocabulary?
AM	:	Practice, as always speak in English
QA	:	What is the skill that English language teacher use to make student different age especially adult and young learner in acquiring English vocabulary?
AM.	:	Repeat and practice
QA.	:	How is the language skill assessed in acquiring English vocabulary different age in the English language classroom?
AM	:	Translation, but sometimes write the meaning arrange into verb

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APPENDIX B

DOCUMENTATIONS

A. ADULT LEARNER

The writer as an interviewer meets the teacher of MAN 3 Aceh Besar. The interviewer use recording to get the data of the teacher

The writer as an interviewer meets the teacher of MAN 3 Aceh Besar. The interviewer use recording to get the data of the teacher

The writer as an interviewer meets
the teacher of MAN 1 Aceh Besar.
The interviewer use recording to get
the data of the teacher

The writer as an interviewer meets
the teacher of MAN 3 Aceh Besar.
The interviewer use recording to get
the data of the teacher

B. YOUNG LEARNER

The writer as an interviewer meets the teacher of SMPN 1Indapuri. The interviewer use recording to get the data of the teacher

The writer as an interviewer meets the teacher of SMPN UNGGUL Ali Hasjmy. The interviewer use recording to get the data of the teacher

The writer as an interviewer meets the teacher of SMPN UNGGUL Ali Hasjmy. The interviewer use recording to get the data of the teacher

The writer as an interviewer meets the teacher of SMPN 1 Indrapuri. The interviewer use recording to get the data of the teacher