

## **Chapter Four**

### **Finding and Discussion**

This chapter presents the finding and discussion of this research. The finding of this research are followed by discussion that contain the analysis of the findings. Both findings and discussion are meant to answer the research questions on “What are the teacher’s strategies in improving student’s vocabulary at SMA Muhammadiyah 3 Yogyakarta, and what are the problems faced the teacher in improving student’s vocabulary at SMA Muhammadiyah 3 Yogyakarta?”

The findings of this research indicate several points of teacher’s strategies in improving student’s vocabulary at SMA Muhammadiyah 3 Yogyakarta. The findings of this research showed that the teachers had strategies in improving students’ vocabulary. The strategies include giving illustration on how to write and to pronounce the words, reminding and asking the students to repetition, teaching with the context, asking the students to read text book, encouraging the students to practice in the class, encouraging the students to read and talk at home, teaching the important words, encourage students to use dictionary, encourage students to memorize, asking the students to listen and using English song, asking the students to use multimedia. Related to the problems faced by the teacher in improving students’ vocabulary at SMA Muhammadiyah 3 Yogyakarta, the problems faced by the teachers were the

students often forget new words, the students lack in reading habit, pronunciation, and spelling,

### **Teacher's strategies in improving students' vocabulary**

Related to Teacher's strategies in improving student's vocabulary at SMA Muhammadiyah 3 Yogyakarta, based on the result of the interview the researcher found some findings.

#### **Finding 1: Giving illustration for students how to write and pronounce.**

The finding related to the teacher's strategy in improving student's vocabulary at SMA Muhammadiyah 3 Yogyakarta, two teacher had the same opinion, one of the strategies in improving students' vocabulary is give illustration for the students how to write and how to pronounce. As showed in their answer below:

The students were given the illustration how the word in English is written

(Participant 1, 2016)

I will give the new word and ask the students to practice how to pronounce

(Participant 1, 2016)

We use their experience before, and then ask the student to practice writing and pronunciation (Participant 3, 2016)

It was clear that two of the participants perceived that they had same strategy in improving students' vocabulary about giving illustration for the students how to

write and pronounce. The same was showed by Thornbury (2005) that the first strategy in improving students' vocabulary is by having the aim. The meaning of aim is that teachers know what is to be taught, which words and how many word. The teachers when to teach about the vocabulary to students did not instantly but they had the stimulus such as giving illustration, use the key word, and can also use the students' experience.

### **Findings 2: Reminding and asking the students for the repetition.**

Based on the interview done with two the participants, two participants said that they reminded and asked the students for the repetition. The following of the participants:

Needed to repeat to remember what the meaning (Participant 3, 2016)

I ask the students to repeat again (Participant 1, 2016)

From the two participants' statement above, it revealed that strategy in improving students' vocabulary use method remind and ask the students for the repetition. This result also supported Thornbury (2005) that the second strategies in improving students' vocabulary are frequent and repetition. In learning vocabulary, students should learn the vocabulary frequently and not be bored to repeat. In teaching vocabulary, the teachers should be repeat the material to the students in order to they can understand well and clearly.

### **Findings 3: Teaching with the context.**

From the interview result, the first and third participant had the same opinion that one of the strategy in improving students' vocabulary is teach with the context. These are opinion by the first and third participants:

I'm swinging the door and then I move the door, swim the chair please! So they not only know that word but also get the context (Participant 1, 2016)

When the reading learning we take the some vocabulary and then they will guess based on context (Participant 3, 2016)

The participants' opinion about teach with the context. It is in appropriate with the theory Thornbury (2005) that the third strategies in improving students' vocabulary is a contextual and communicative aim or goal. When teachers teaching vocabulary material, it should be clear and unambiguous in order to the students understood and easy receive the material. The reference should be real in order to materials that were given for the students. The teacher is perceived need when giving the materials appropriate with the context.

### **Findings 4: Asking the students to read text book.**

From the interview result, there are two participants that had the same opinion about asking the students to read text book in improving students' vocabulary. Here are opinions from the participants:

I give the book text to the student, and then I ask them to read

(Participant 2, 2016)

With the reading will be help them in acquire the vocabulary

(Participant 3, 2016)

With these method the teacher perceive reading text book is important to enrich the students' vocabulary. It was also showed by Stahl (1998) that the other strategies in improving students' vocabulary is getting them to read. Students who read more have tendency to have richer vocabularies. From the text book are available to much the vocabulary, so the teacher should provide many text book that appropriate for the students. If the students are lazy to read the text book, it will be challenging for the teacher to provide the more interesting textbooks. For example, the students get more interested to read the recent news than the past news.

#### **Findings 5: Encouraging the students to practice language in the class.**

The findings showed that the third participants always ask the students to practice language in the class. This can be seen from the following statement by all respondents:

When I teach them, I ask them to speak practice in the class with the other student. They speaking practice related to vocabularies and with the clear pronunciation (Participant 1, 2016)

I ask the students to role play in front of class (Participant 2, 2016)

We encourage and invite the students to practice English language

(Participant 2, 2016)

For the speaking practice, we have some method one of is use role play and they provide a guided, and ask the students to retell the story

(Participant 3, 2016)

Based on the statement above, all participant had the same method in improving students' vocabulary that is encouraging the students to practice language in the class. This finding is also supported by Beals (1997) that the strategy in improving students' vocabulary is by engaging students in rich oral language. The students can also receive the new words through the talk. Students also learn by way of listening and joining in high-level conversation. To train the students' vocabulary the teacher can ask the students to practice and practice. In a simple exercise, the students can practice with other students using easy topic or retelling the story in front of class.

**Finding 6: Encouraging the students to read and talk at home.**

The next finding of the teachers' strategy in improving students' vocabulary is encouraging the students to read and talk at home. There are two participants that had the same statement about encouraging students to read and talk at home in their strategy in improving students' vocabulary. It can be seen in the following statement:

When outside the class we greet each other using English language

(Participant 2, 2016)

I often give homework and ask the students to looking for the difficult words and ask the student to practice talk at home (Participant 3, 2016)

From the interview, the first respondent showed that she conducted English learning not only in the class room, but also outside the class such as greeting to each other using English language. Like the first respondent, the second respondent also applied English learning outside class, but the second respondent gave home work for the students as additional method to improve students' vocabulary. The second respondent encourage the students to work independently by giving the home work. It is supported by Baker (2000) that encouraging the students to read and talk at home can improve students' vocabulary. His study suggests that the children can improve and develop their vocabulary at home. Therefore, the student should be encouraged, persuaded, influenced in reading and speaking to each other in or outside of school.

In addition according to Boonkongsaen (2012, p.46) states that mastery of vocabulary is a gradual process and needs an effort invested by the learners. For the second language learners, learning new vocabulary has always been challenging for them. It may not be possible for students to learn all new vocabulary items only in the classroom setting.

**Finding 7: Teaching the important word in improving students' vocabulary.**

From the data, all the participants showed that during learning about the vocabulary, they often remind the students and repeat the important word to the students. This was stated by all the participants about the teachers' strategy in teaching the important word in improving students' vocabulary as showed in the following statement:

When learning reading, we are guessing from the text what the obstacles is for the students, so we give the key word in the text (Participant 1, 2016)

Looking for the important word that are unknown for the students  
(Participant 2, 2016)

We were often ask the students to translate important words  
(Participants 2, 2016)

In beginning of learning, we take the words that will be used in the lesson learning, and then ask the students to look for the meaning  
(Participant 3, 2016)

From all participants' opinion, we can conclude about teaching important words to the students. The important word is perceive so hard for the students. For the teacher, teaching the important words is needed and should be done continuously because important words are usually hard to remember. This is in line Fairbank



(1987) that everyone can teach the students a new word or vocabulary. It is also supported by Kucan (2002) that in giving or teaching the student a new word or vocabulary we must make sure that new vocabulary delivered to the children is easily relatable to other word which students already know.

**Findings 8: Encouraging students to use dictionary.**

Based on the interview done with all the participants, all the participants said that they encourage students to use dictionary in improving students' vocabulary. The following statements of the participants are:

The students who bring the dictionary they can open the dictionary

(Participant 1, 2016)

I often advice the students to active in the class and do not lazy to open dictionary, because when the students open dictionary can be improve their vocabulary. (Participant 2, 2016)

The students obligated to bring dictionary when English learning process.

(Participant 3, 2016)

From all the participants' statements above, it revealed that strategy in improving students' vocabulary use method that encourage students to use dictionary. This result also supports Eslami & Huang (2013) that "advocates of dictionary use suggest that teacher should encourage learners to use dictionary to find the particular meaning of an unfamiliar word in a given context". Hayati and Fatttahzadh (as cited

in Eslami & Huang, 2013) also recommend “that learners consult a dictionary for the meaning of an unfamiliar word to make certain that their assumptions are accurate based on the contextual information”. Dictionary is one of necessary in learning vocabulary. Teachers always remind the students to active bring the dictionary when English learning process.

### **Findings 9: Encouraging students to memorize.**

From the interview result, the first and the second participant had the same opinion that encourage students to memorize can improve the students’ vocabulary.

These are opinion by the first and third participants:

I ask the students to memorize in order to improve their vocabulary.

(Participant 1, 2016)

I advise the students to memorize the word, at least five word should memorize before their sleep. (Participant 2, 2016)

The teachers perceived that encourage students to memorize is one of the strategy to improve students’ vocabulary. It was also showed by the Oxford (as cited in Nemati, 2009) Memory strategies, traditionally known as Mnemonics, involve relating the word with some previously learned knowledge by using some form of imaginary or grouping. It was also supported by Schmitt (1997) that Memory strategies are strategies, which engage learners in learning the new word through

mental processing by associating their existing or background knowledge with the new word.

**Finding 10: asking the students to listen and sing English song.**

The findings showed that the first participant had the strategy in improving students' vocabulary by asking the students to listen and sing English song. It is showed in the first participant's statement. She stated "usually by asking the students listen to an English song and sing alone" (participant 1, 2016). The finding is in line with Maulaya (2008) that the use of song as one of teaching strategies can improve students' language skill, listening in particular. It is also in line with Hapizuddin (2013) that through the song, students will also learn vocabulary easier because song, indirectly, will attract them to find the meaning of difficult words in the dictionary.

**Finding 11: Asking the students to use multimedia.**

The next finding of the teachers' strategies in improving students' vocabulary is asking the students to use multimedia. It can be seen in the following statement:

Asking the students to watch the television or television program which use English language (participant 1, 2016).

Asking to watch movie without subtitle (Participant 1, 2016)

The statements from the participant above show that the teacher encouraged the students to use multimedia to improve students' vocabulary. This finding in line with Xiqin (2008) who stated that multimedia can also give role in teaching and learning

included teaching vocabulary. The information in multimedia provides a hypertext system that integrates words, sound, images and moving picture. Multimedia will be useful for teachers and also for students. Teacher can activate all the senses of the students' in learning vocabulary. Using appropriate media can also help and motivate students in learning and enrich students' vocabulary. Using media learning process become effective and more interesting for the students.

### **Problems in improving students' vocabulary**

Based on interview data, the researcher also found the problems in improving students' vocabulary. There were a lot of problems faced by the respondents:

#### **Finding 1: The students often forget new words.**

From the interview result, there was one participant who gave opinion that the students often forget new words. This is stated by the first participant, "Students often forget new words" (Participant 1, 2016). This finding is in line with Gaim and Redman (as cited in Xiqin, 2008) that "information stored in the memory will fall into disuse unless it is activated fairly regularly". So, when students' obtain new words and did not practice in other time its words possible to forget. The students should be able to train enrich the new words continuously.

#### **Finding 2: The students lack in reading habit.**

Based on the data obtained, it was found that the problem in improving students' vocabulary is the students lack in reading habit. The second participant said "basically, the students lack in reading habit" (participant 2, 2016). The finding

shows that the students lack in reading. The lack of students' reading is one of the problems faced by teacher in improving students' vocabulary.

**Finding 3: Pronunciation.**

In the interview result, there were two participants who gave opinion that pronunciation is one of the problem to the students. This is stated by the first participant, "Students' pronunciation is sometimes not always appropriate" (Participant 1, 2016). She also said "the word that is hard to pronounce, for example the word 'thing' sometimes the students perceive it difficult to pronounce well, another example, the students have more difficulties in pronouncing letter's 'g', like that, and then the word with the "mb" end such as bomber, bombing, climber. (Participant 1, 2016)

The second participant also had the same opinion with the first participant, she said "spelling and pronunciations sometimes make the students difficult in learning process" (Participant 3, 2016). Based on the statements, it can be summarized that the problem faced by the teacher was pronunciation. It is supported by Thornbury (2005) who states that first problem faced by the teachers in improving students' vocabulary is pronunciation. His the research demonstrated that the words that are hard to pronounce are harder to learn. That theory is appropriate with the research finding that a lot of the teachers perceive students' ability about the pronunciation is needed to drill and more to train.

**Findings 4: Spelling.**

From the interview result, the next problems faced by the teachers is about spelling. There were two participants who had the same argument about spelling. The first participant explained that “The students’ ability in writing the word with the right role still has many problems” (Participant 1, 2016). The second participant said “the students know how to pronounce but they cannot write correctly” (Participant 3, 2016). In addition she also said that “spelling and pronunciation sometimes make them so hard in learning process” (Participant 3, 2016).

From the interview result above, it indicates that one of the problem in improving students’ vocabulary is spelling. Teacher perceived the spelling is always the problem when learning process in the class. This finding is supported by Thornbury (2005) who said that the problem faced by the teachers in improving students’ vocabulary is spelling. The pronunciation or spelling can make the word difficult for the students to master. Spelling is basic material in students writing skill, based on theory above “spelling can make the word difficult”, and the teacher perceive it also occurs in their class. So when the teacher conducted learning process about the writing skill, the teacher should always guide the students.