

# THE TEACHING AND LEARNING OF ENGLISH AT THE EIGHTH GRADE OF SMP NEGERI 1 BATULICIN SCHOOL YEAR 2019/2020 WITH THE PARTICULAR ATTENTION TO VOCABULARY USING MEDIA

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## ABSTRACT

This thesis exposed the teacher's strategies in encouraging young learners participation at the eighth grade of SMPN 1 Batulicin. The objectives of the study are: to find out whether the strategy used by the teacher will improve the students' participation and whether it is effective to use in English teaching.

Subject of the research is the eighth grade of SMPN 1 Batulicin school year 2019/2020. There are 18 boys and 20 girls. There are two variables; they are independent variable and dependent variable. The procedure of the study was, firstly a pre-test continued by the four teaching English activities and the last was a post test.

The result of the test shows that the average of the pre-test was 50. The averages of the four activities by using English cartoon movie were 59, 67, 73 and 78. And the average of the post test was 82. The range of average between the pre test and the post test is 32. So the use of cartoon movie is quite significant to apply in the teaching and learning process.

Keyword : Teaching , Learning English

## ABSTRAK

*Skripsi ini bertujuan dari penelitian ini adalah: untuk mengetahui apakah strategi yang digunakan guru akan meningkatkan partisipasi siswa dan apakah efektif digunakan dalam pembelajaran. Pengajaran bahasa Inggris.*

*Subjek penelitian adalah kelas VIII SMPN 1 Batulicin tahun pelajaran 2019/2020. Ada 18 laki-laki dan 20 perempuan. Ada dua variabel; mereka adalah variabel bebas dan variabel terikat. Prosedur penelitiannya adalah, pertama pre-test dilanjutkan dengan empat kegiatan pengajaran bahasa Inggris dan yang terakhir adalah post test.*

*Hasil tes menunjukkan bahwa rata-rata nilai pre-test adalah 50. Rata-rata dari keempat kegiatan yang menggunakan film kartun berbahasa Inggris adalah 59, 67, 73 dan 78. Dan rata-rata nilai post test adalah 82. Rentang rata-rata dari keempat kegiatan dengan menggunakan film kartun berbahasa Inggris adalah 59, 67, 73 dan 78. rata-rata antara nilai pre test dan post test adalah 32. Jadi penggunaan film kartun cukup signifikan untuk diterapkan dalam proses belajar mengajar.*

*Kata Kunci: Mengajar, Belajar Bahasa Inggris*

## **INTRODUCTION**

English is an international language that is spoken by many people in the world. In Indonesia English is a foreign language, but it is very important to be learned especially in this modern era. By mastering English, students will get knowledge.

Basically learning English has to master the four skills, namely: listening, speaking, reading and writing. Vocabulary is an essential element of learning a foreign language. Because no language can exist without words. Vocabulary will be used in all of the four language skills. So vocabulary must be mastered by the beginners of English learners.

Teaching-learning process in the classroom sometimes makes students very bored and not interested, that is why a good teacher should always try something different to overcome the situation and to fulfill the students' need in teaching-learning process.

As we know that childrens' curiosity is very high. As Donald (2004: 4) says that (the children) actively tries to make sense of the world and asks questions. They will try to search information about something that they want to know. They also ask something that they feel new and strange for them. They ask adults or people around them everything they want to know. Indeed they ask the information to people they have just known.

Therefore the writer views that real things are very good as media to the particular attention to vocabulary. The students will have interest after seeing the real things and their names in English.

The writer emphasizes the vocabulary of English. The writer chooses the real things as media because they can stimulate the students' memory and the students' curiosity for improving their vocabulary that can improve their English as well, especially for the students of SMPN 1 Batulicin.

## **METHOD OF THE RESEARCH**

The research which backs up the thesis with both primary and the first data is a single person

direct survey. This is to say that the survey is carried out by the researcher herself without any company. The field is in fact the English classes of SMPN 1 Batulicin with the particular attention to vocabulary. By the reason the class shows the real activity of teaching and learning English at the eighth grade of SMPN 1 Batulicin. The survey is focused on the teaching and learning activities and this method of the research used descriptive qualitative. According to Ary (1997:275), descriptive research studies are designed to obtain information concerning the current status of study phenomena. They are directed toward determining the nature of situation as it exists at the time of study. There is an descriptive qualitative research. The aim is to describe "what exists" with respect to conditions and situations.

The research uses descriptive qualitative that is describing the ability of the eighth grade students in improving their vocabulary using real things as media. According to Ary, Jacob and Razavich, the descriptive qualitative which describes about the the phenomena in the research, by the categories following good, fair and poor, 1985: 143).

The subject of this research are 31 students in one class from eight class of the eighth grade students of SMPN 1 Batulicin The object of this study is the use real things as media in teaching English vocabulary at the eighth grade of SMPN 1 Batulicin.

## **DISCUSSION**

### **A. Analysis of Observation**

The process of observation in the classroom runs well. The teacher comes on time and before opening the study, the teacher greets the students and the students answer it. In opening the lesson, the teacher gives questions to students as reinforcement or to review the last lesson and their vocabulary. Students answer orally with spirit and almost all of the students answer them correctly. The teacher checks the present list of the students and the

guide book. The teacher can explain the material using visual media when the students feel unclear, that really help the teacher for explaining and making the students interested in the lesson because the teacher shows the real things. The condition of class is active with good interaction among the students and between the teacher and the students. The teacher gives a question to discuss in groups and other task to do about that lesson material. The teacher also gives practices and homework so that the students really study optimally, so that they can understand the material and increase their vocabulary. The students also always bring their dictionaries and they open the dictionaries curiously looking for the meaning of words. Before finishing the lesson teacher gives conclusion of the lesson and writes the new vocabulary, so that the student can remember them and greets the students. The teacher speaks english during the lesson although sometimes she does translation. That is really good for the students habit and for getting more vocabulary.

### **B. Analysis of Interview**

The interview was held at the research. In this research the writer just interviews the teacher about the teaching of vocabulary using real things as media. The writer has 5 questions. After the interview with the teacher the writer can conclude that in teaching using real things as media has strengths and weaknesses. The weakness is the teacher sometimes gets difficulties to bring the real things and shows them to the students because not every real thing can be brought into the classroom, such as animals, big things and so on. And sometimes the lesson discusses about something that just exists in the other places.

The more are real things as media really help the teacher for explaining the lesson of more detail to make the students easy to remember and understand. It is also to make the students improve their vocabulary. And the students' response are really good, their more interested and spirited for studing and listening to the teacher 's explanation. They really curious, ask more questions to create good interaction between the students and the teacher.

### **C. Analysis of Questionnaire**

The questionnaire was held at the research in SMPN 1 Batulicin. The writer and the teacher came to class to distribute the questionnaire to the students. The writer explained about the questionnaire, how to give answers and what is the meaning of real thing and vocabulary. The teacher helps the writer to control the students in order that the students give the answers honestly.

Based on the students' answers the writer decides that using real things as media to teach vocabulary can improve the students' vocabulary is right.

The writer analyzes the questionnaire using this formula as follow:

$$P = \frac{F}{N}$$

N

Explanation :

P = Respondent's Persentation

F = Frequency of Answer

N = Amount of Responder entirely (Arikunto, 2478 : 62)

The researcher gives questionnaire to the students to get data about the teaching and learning vocabulary using media. The researcher describes the result as follow:

Table 1  
Analysis of Questionnaire

No	Questions	Percentage		
		yes	no	Sometimes
1	Apakah anda menyukai bahasa inggris?	93,5%	6,5%	-
2	Apakah guru bahasa inggris menggunakan bahasa inggris saat mengajar?	9,7%	0%	90,3%
3	Apakah belajar bahasa inggris menarik bagi anda?	67,7%	0%	32,3 %
4	Apakah setiap belajar bahasa inggris anda selalu membawa kamus?	41,9%	12,9%	45,2 %
5	Apakah anda ingat kosakata bahasa inggris yang sudah diajarkan pada pelajaran yang telah lalu?	19,4 %	0%	80,6%
6	Apakah anda tau hubungan kosakata dengan berbicara bahasa inggris?	16,13%	3,23%	80,64%
7	Apakah anda selalu memahami kosakata yang terdapat pada materi pembelajaran?	29%	6,5%	64,5%
8	Apakah kosakata yang anda miliki sekarang sudah cukup banyak anda kuasai?	38,7%	61,3 %	
9	Apakah anda senang jika guru menggunakan media realia( nyata)?	67,7%	6,5%	25,8%
10	Apakah anda semangat belajar jika guru menggunakan media realia (nyata)?	74,2 %	6,45%	19,35%
11	Apakah menggunakan media realia (nyata) dalam belajar bisa membantu meningkatkan kosakata yang anda miliki?	83,9 %	16,1%	-
12	Apakah anda ingin agar guru selalu menggunakan media realia ( nyata) dalam mengajar?	80,6%	19,4%	-

The table above shows that:

- From 31 respondents, 29 students (93,54%) say that they like the English subject. And 2 students (6,45%) say do not like English.
- 3 students (9,67%) say that they English teacher speak English in teaching. And 28 students (90,32%) say sometimes speak English in teaching.
- 21 students (67,7%) say that they interested the lesson. And 10 students say sometimes feel interested the lesson.
- 13 students (41,9%) say that they always bring dictionary, and 4 students (12,9%) say do not bring dictionary. And 14 students (45,16%) say sometimes bring dictionary.
- 6 students (19,4%) say that they remember of vocabularies have been taught. And 25 students (80,6%) say sometimes remember.
- 5 students (16,23%) say that they know the relation of vocabulary with speak english. 1 student (3,32%) say do not

know. And 25 students (80,64%) say little know that.

- 9 students (29,03%) say that they always understand the vocabulary in the matery of lesson, 2 students (6,45%) say do not understand. And 20 students (64,5%) say sometimes.
- 12 students (38,7%) say that they vocabulary mastery is enough, 19 students (61,3%) say do not enough.
- 21 students (67,7%) sat that they glad if the teacher used real things as media to teach, 2 students (6,5%) say do not glad. And 8 students (25,8%) say sometimes.
- 23 students (74,2%) say that they spirit if the teacher used real things as media to teach, 2 students (6,45%) say do not spirit. And 6 students (19,35%) say sometimes.
- 26 students (83,9%) say that the real thing can help their improve them vocabulary. And 5 students (16,1%) say do not help they improve their vocabulary.
- 25 students (80,6%) say that they want the teacher always used real thing in teach. And 6 students (19,4%) say do not want the teacher always used real thing in teach.

#### **D. Result All of Analysis**

From the observation, the interview with the teacher, and the questionnaire to students the writer can conclude that the result of analysis shows that the students are more interested and spirited to study if the teacher uses the real things as media in teaching English vocabulary. The teacher can be easier to explain the lesson to the students and the students are easy too to understand and remember the lesson. The class is active with good interaction between the teacher and the students. The teacher can realize that using real things as media in teaching helps the teacher very much. The students' vocabulary can increase and more real things can motivate the students to learn English.

In the last chapter of the thesis, the writer will present closure that has two interelated sections, they are conclusion and suggestion.

#### **CLOSURE**

1. The conclusion of this research is drawn based on the results of the data analysis. Its presentation is in line with the research problem formulation stated in chapter I. Based on the previous discussion, general conclusions have been drawn. Real things as media can be used as follow up exercises in teaching vocabulary. This is based on the reason that there is a significant difference between the students' vocabulary mastery of the eight grade taught by using real things and of those taught without using real things. The real things are proved gaining a better result when they are used as follow up exercise in teaching vocabulary to the eighth grade students.
2. The students given real things master more vocabularies than the students who are not given. With real things as media to teach vocabulary really help the teacher to teach and easy for explain the lesson, the students are more interested and more motivated to improve their vocabulary.

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