Teacher's Methods In Teaching English Vocabularies At Sixth Grade Students Of SD Muhammadiyah 2 Denpasar

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Abstract. This study entitled Teacher's Methods in Teaching English Vocabularies at Sixth Grade Students of SD Muhammadiyah 2 Denpasar. It aims to find out the methods used by the English teacher at SD Muhammadiyah 2 Denpasar and the obstacles faced by the teacher. This study used the interview method for collecting data. The data was collected through interviewing the English teacher at the sixth grade students of SD Muhammadiyah 2 Denpasar. In addition, the interview was analyzed according to Richards and Rodgers (1986) in the book of Approaches and Methods of Language Teaching. The result of the analysis shows that the teacher uses the combination between audiolingual method and grammar translation method in teaching vocabularies. There were found several obstacles including the lack of students' pronunciation and the lack of student's memorization due to the limited time of study in class.

Keywords: audiolingual method, grammar translation method, vocabularies.

Abstrak. Penelitian ini berjudul Metode Guru dalam Mengajar Kosakata Bahasa Inggris pada Siswa Kelas VI SD Muhammadiyah 2 Denpasar. Hal ini bertujuan untuk mengetahui metode yang digunakan oleh guru Bahasa Inggris di SD Muhammadiyah 2 Denpasar dan kendala yang dihadapi oleh guru tersebut. Penelitian ini menggunakan metode wawancara untuk mengumpulkan data. Pengumpulan data dilakukan melalui wawancara dengan guru bahasa Inggris siswa kelas enam SD Muhammadiyah 2 Denpasar. Selain itu, wawancara dianalisis menurut Richards dan Rodgers (1986) dalam buku *Approaches and Methods of Language Teaching*. Hasil analisis menunjukkan bahwa guru menggunakan kombinasi antara metode audiolingual dan metode penerjemahan tata bahasa dalam mengajar kosa kata. Ditemukan beberapa kendala antara lain kurangnya pelafalan siswa dan kurangnya hafalan siswa karena keterbatasan waktu belajar di kelas.

Kata kunci: kosa kata, metode audiolingual, metode penerjemahan tata bahasa.

INTRODUCTION

Nowdays, English becomes an international language and global language. It is crucial to be mastered since it connects people around the world in many aspects, such as trade and business, politics, economics, and education. As a global language, English is not only used as first language but also second language or foreign language. In Indonesia, for instance, English is used as a foreign language. In this country, English is taught since young learners or as in primary school.

The most important components in learning foreign language is vocabularies. David Wilkin in Thornbury (2002:13) said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This means, the more vocabularies a person has, the more things can be expressed. In addition, vocabularies has important role in mastering four English skills (speaking, listening, reading and writing). In addition, Since young learners at the sixth grade students of elementary school have complex characteristics in learning a new language, it is crucial for English teacher in using the proper methods in teaching English.

SD Muhammadiyah 2 Denpasar is an Islamic Elementary School, which is located in Dauh Puri Klod, West Denpasar. This school has been accredited A by BAN S/M (Badan Akreditasi Nasional Sekolah Madrasah) or School/Madrasah National Accreditation Board. Prior to the enactment of the 2013 curriculum, SD Muhammadiyah 2 Denpasar had implemented the RSBI (Rintisan Sekolah Berbasis Internasional) or International-Based School Pilot system where for several main subjects, such as Mathematics and Natural Sciences, the learning process was carried out bilingual in Indonesian and English. However, RSBI was removed after the implementation of the 2013 curriculum at this school. English subject is taught from the first grade until the sixth grade students. In addition, there are language laboratory and additional extracurricular English Club, which supports students to master English more easily. The existence of language learning support facilities such as language laboratory and English Club show that English teaching learning process is highly supported by this school. However, according to based on pre-interviews conducted with English teacher of the sixth grade students of SD Muhammadiyah 2 Denpasar, the average student test score is 70 or it is still equivalent to the minimum criteria achievement score.

Based on the phenomenon explained, the researcher is interested in conducting a research entitled "English Vocabularies Teaching Methods Used By English Teacher At The Sixth Grade Students Of SD Muhammadiyah 2 Denpasar". It is focused on two research problems.

First, what methods are used by the English teacher in teaching English vocabulary at the sixth grade students of SD Muhammadiyah 2 Denpasar. Second, what obstacles are faced by the English teacher in implementing the English vocabulary teaching method

THEORETICAL FRAMEWORK

The general theory that is used in analysing this study is written by Richards and Rodgers (1986), in the book entitled "Approaches and Mehods in Language Teaching". According to this book, teaching method have some types, such as total physical response, the audiolingual method, the direct method, situational language teaching method, grammar translation method, and communicative language method. Some studies regarding the topic of teaching English vocabularies have previously been conducted. In this study, three undergraduate theses and two articles from national journals were reviewed. In comparison to the previous studies, there are various theory in analyzing the data. Although there is similar theory between the previous study and the current study, the results are different. Moreover, some previous studies analyzed the strategies and techniques, whereas this study analyzed the methods. In addition, some previous studies analyzed high school students as object, whereas this study analyzed elementary school students as the object.

RESEARCH METHOD

The main data source of this study was taken from the interview between researcher and English teacher at the sixth grade students of SD Muhammadiyah 2 Denpasar. The data was taken from the teacher's responses during interview that related to the English teaching methods used and the obstacles faced. The English teacher of the sixth grade students as the data source since this is the transition between the elementary school students to junior high school students. In addition, SD Muhammadiyah 2 Denpasar was chosen as the setting of the research since the students of this school is highly supported in learning English as a foreign language. This is proved by the presence of language laboratory and additional extracurricular English Club that make students easier in mastering English language. However, there are also obstacles that faced by the English teacher in teaching young learners.

Qualitative research was used to analyze the English vocabularies teaching methods used and the obstacles faced by English teacher. Since the data are spoken data, this research used recording technique of collecting data, the data was collected from the the interview between

the English teacher and the researcher. There are several steps in presenting data. First, classifying the methods used by English teacher according to the theory proposed by Richards and Rodgers (1986). Second, analyzing the obstacles faced by English teacher.

RESULT AND DISCUSSION

This chapter discusses the analyses of the data collected through interview with the English teacher at the sixth grade students of SD Muhammadiyah 2 Denpasar. The analyses are then discussed further in order to finalize the answers to the proposed research questions. The result of interview between the researcher and the English teacher answer research question related to method used and the obstacles faced by the English teacher in implementing the English vocabularies teaching methods at the sixth grade students of SD Muhammadiyah 2 Denpasar. Therefore, the further analyses and discussions are taken from theory proposed by Richards and Rodgers (1986):

1. Methods Used by English Teacher

a. Question 1

Researcher : *Untuk mengenalkan kosa kata baru ke anak-anak, metode apa yang ibu pakai untuk mengajarkan kosa kata baru, bu?*

(In introducing new vocabularies, what methods do you used, ma'am?)

Teacher : *Untuk materi kosa kata baru disampaikan melalui sound audio dan visual di layar atau pakai audiolingual method, ... Selain itu walaupun diawal biasanya saya tidak langsung memberikan arti dari vocabularinya, tapi dengan adanya ilustrasi atau gambar yang saya tampilkan di layar, biasanya anak-anak akan lebih mengerti dan sudah memiliki gambaran dari kosa kata yang dimaksud sebelum saya berikan itu artinya. Untuk pengulangan kata, dalam satu pertemuan itu satu kata bisa kita ulang berkali kali, bahkan sampai di pertemuan berikutnya sampai pronunciationnya bagus.*

(For new vocabulary material is taught through audio and visual on the screen or audiolingual method..., Besides, although in the beginning I usually give the meaning of the vocabularies indirectly, but with he existence of the illustrations or pictures that I show on the screen, students usually will understand better and have has the concept of the meaning of the words before I give the meaning. In

one meeting, one word can be repeated for many times, even until the next meeting, until students get better pronunciation.)

Based on the interview above, the first method in introducing vocabularies at the sixth grade students is audiolingual method. The vocabulary words are introduced through picture that is shown in the screen projector. In the begnning, the meaning of the vocabularies is not given, so students guess the meaning through the pictures ffrom the screen. In addition, repetition of the word's pronunciation is emphasized by English teacher in order to make students more familiar with the sound.

b. Question 2

Researcher : Kemudian bagaimana untuk metode berikutnya, bu?

(Then, how about the second method, ma'am?)

Teacher : ... *menjelang akhir pembelajaran biasanya saya berikan itu arti dalam Bahasa Indonesianya. Saya tulis dipapan kemudian mereka apa menyalin di catatan mereka. Karna di akhir pembelajaran saya minta mereka untuk ngafal kosa kata yang sudah mereka pelajari hari itu. Nah, kemudian saya berikan quiz biasanya mba dari catatan yang sudah mereka buat...*

(...towards the end of the lesson I usually give the meaning in Indonesian. I wrote it on the whiteboard and then they copied it on their notes. Because at the end of the lesson I ask them to memorize the vocabulary they had learned that day. So, then I give a quiz, usually from the notes they have made…)

According to teachers' statement above, the second method used by English teacher is by giving translation of the vocabulary words in students' native language. This is done in order to make students clearly understand the actual meaning in their native language, instead of guessing the meaning only from the pictures. In addition, students are also asked to memorize the target lexicon and its meaning in order to enrich students' vocabularies. Therefore, students will be able to mastered four English skills as they have sufficient vocabularies. From the techniques explained, it can be concluded that the English teacher uses grammar translation method at the end of teaching learning process.

2. Obstacles Faced by English Teacher

a. Question 3

Researcher : Apakah kendala yang dihadapi di dalam audiolingual method, bu?

(What obstacles are faced in audiolingual method, ma'am?)

Teacher : *...biasanya anak-anak itu sering membuat kesalahan di pronunciationnya mba. Hampir keseluruhan, anak-anak itu asal aja membaca sesuai dengan huruf ejaannya...*

(...Students often make mistake in the pronunciation, mba. Most students pronounce the words according to the spelling...)

Based on teacher's responses above, the obstacle faced in teaching English vocabularies by using audiolingual method is the lack of studen's pronunciation. in addition, since English is used as foreign language there are many words that are strange for students, especially in how to pronounce the words. Students tend to pronounce the word based on its spelling. In fact, in English the pronunciation are mostly different with the spelling words. While in students' native language, Indonesian, the pronunciation are mostly similar to the spelling. That is why the lack of pronunciation for young learners or elementary school students are commonly faced.

b. Question 4

Researcher : *Bagaimana dengan kendala untuk grammar translation method, bu?*

(how about the obstacles for the grammar translaton method, ma'am)

Teacher : *...kendalanya kalau untuk menghapal mba, itu yang paling susah. Mungkin karena itu kan bukan bahasa keseharian anak-anak jadi susah menghapalnya. Selain itu juga faktornya karna biasanya tidak semua anak itu belajar lagi di rumah mba, jadi ada kemungkinan ya mereka hanya menghapal kosa kata ketika saya minta saja atau pas di sekolah...* (...the obstacle is when students are asked to memorize the words mba, that is the most difficult things. It maybe not students' daily language conversation so it is difficult to memorize. Besides, the factor can

be from students', not all students study the English vocabularies at home. They might only study and memorize the vocabularies only when I asked students when they are at school....)

According to teacher's response above, the lack of students' memorization becomes the most difficult thing that is faced by teacher. Due to the limited time of study, students are difficult to memorize the vocabularies. Students will only memorize the vocabularies when the teacher asks them. If it is not, they might only students may only glimpse ar words they learned on a class day and quickly forget them afterwards. In addition, students have to memorize the target lexicon and the meaning in the native language, which makes them more difficult in memorizing the words.

KESIMPULAN DAN SARAN

According to result that has been discussed previously, it can be concluded that the English teacher of at the sixth grade students of SD Muhammadiyah 2 Denpasar uses two combination methods out of six methods proposed by Richards and Rodgers (1986). They are audiolingual method and grammar translation method. The audiolingual method is applied in the beginning of teaching learning process, which emphasized pronunciation of the vocabulary words. While the second method, grammar translation method is applied at the end of teaching learning process, which emphasized memorization of the target lexicon and the meaning in students' native language. There is main obstacle for each method that is implemented. First, in audiolingual method, students have difficulty in getting correct pronunciation of the target lexicon. Second, in grammar translation method, students have difficulty in memorizing the target lexicon and its meaning in the native language due to the limited time of

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