MANUSCRIPT (*NASKAH PUBLIKASI*)

"TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY

FOR YOUNG LEARNERS DURING COVID-19 PANDEMIC"

"*STRATEGI GURU DALAM MENGAJAR KOSAKATA BAHASA INGGRIS*

UNTUK PEMBELAJARAN MUDA SELAMA PANDEMI COVID-19"

VIA HANA SAJIDHA[1], SUDARMAN[2]

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR

2023

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"Teachers' Strategies in Teaching English Vocabulary for Young Learners During Covid-19 Pandemic"

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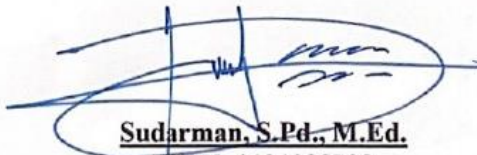
2023

NASKAH PUBLIKASI

TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY FOR

YOUNG LEARNERS DURING COVID-19 PANDEMIC

Oleh:

Via Hana Sajidha
NIM. 1911102421002

Samarinda, 04 Oktober 2023

Telah disetujui Oleh

Pembimbing

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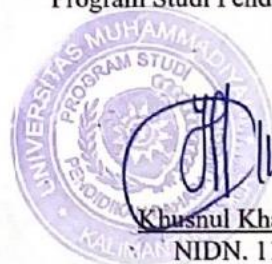   NIDN. 1121088702

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(Via Hana Sajidha)

Teachers' Strategies in Teaching English Vocabulary for Young Learners During Covid-19 Pandemic

Abstract

The aim of this study is to determine the teachers' strategies in vocabulary instruction for young learners as well as challenges encountered by teachers during the pandemic. Six teachers were involved to participate in this study, and they were from elementary schools near Muara Jawa sub-district namely SDN 005 Muara Jawa, SDN 007 Muara Jawa, SDN 008 Muara Jawa, SDN 011 Muara Jawa, and SDN 018 Muara Jawa. They are selected because they have experienced online class as the impact of Covid-19 pandemic. A case study of qualitative method was designed to collect the data of the present study. The results show that teaching vocabulary by using songs is the mostly used strategies by teachers for young learners during the pandemic. In addition, gadget limitation was also found as the most challenging issue encountered by teachers.

Key words: Teachers' Strategies, Teaching English Vocabulary, Young Learners, Pandemic Covid-19.

INTRODUCTION

English is widely utilized as a global language by a substantial number of individuals across the globe, owing to a multitude of factors. A considerable lexicon is imperative for the successful execution of a second or foreign language (Nation, 2006). The lack of an adequate quantity of words poses challenges in effectively utilizing or employing language. In other terms, the acquisition of a substantial vocabulary is essential for the development of language skills, including speaking, listening, reading, and writing.

It is evident that the acquisition of vocabulary holds significant importance in the process of language acquisition. According to Schmitt (2000) vocabulary plays a crucial role in both the development of communicative competence and the process of acquiring a second language. In contrast, Alqahtani (2015) asserts that vocabulary is frequently regarded as a crucial asset for those learning a second language. This is due to the fact that a deficiency in vocabulary can result in ineffective communication in a second or foreign language.

Several research studies have been undertaken in Indonesia to evaluate the extent of vocabulary proficiency among Indonesian students, particularly those pursuing a degree in English instruction. The initial investigation was carried out by Kweldju (1997). The research conducted an assessment to determine the extent of English department students' vocabulary proficiency across 15 teachers' colleges. The data presented indicates that the individuals possessed a total of 4,664 word forms or 2,800 word families. Kurniawan (2017) conducted a further study to evaluate the extent of vocabulary knowledge among students enrolled in the English education department. The findings of the study indicated that the mean word count among the pupils was 1400. Sudarman & Chinokul (2018) conducted a recent study to evaluate the extent of vocabulary knowledge among pre-service teachers enrolled at a private institution. The findings of their research indicated that the students

possessed a vocabulary repertoire consisting of around 1,273 word families. The outcome exhibited a further decrease compared to prior investigations, and it remained much below the threshold established by academic experts. The aforementioned data suggest that vocabulary acquisition remains a significant challenge in the context of English language education in Indonesia.

According to Ivone (2005), it is posited that a potential element contributing to the limited competency attained by Indonesian students is the deficiency in vocabulary knowledge. This element may contribute to the outcomes associated with the manner in which language is addressed during the process of teaching and learning. According to Hananto (2013), vocabulary remains overlooked in the domain of language teaching and learning in Indonesia. As a result, several studies have indicated that Indonesian students exhibit a comparatively limited grasp of terminology. Kweldju (1997), Nurweni & Read (1999), and Quinn (1968) are scholarly sources that have been referenced. According to Kweldju (2005), the primary obstacle faced by Indonesian students in learning English is their limited vocabulary.

Pinter (2009) asserts that vocabulary is a fundamental component that ought to be introduced at the initial stages of language learning, particularly among young learners. Nemati (2013) asserts that the acquisition of vocabulary plays a crucial role in the process of acquiring the English Language. The ability for a learner to effectively communicate is hindered when they lack the necessary language. According to Gass (1999), the acquisition of vocabulary involves a sequential progression that commences with the initial meaningful encounter of an unfamiliar term and culminates in the successful assimilation of its essential characteristics into one's mental lexicon. According to the findings of Stahl & Shiel (1992), there is a direct correlation between vocabulary education and enhanced comprehension abilities. Furthermore, he asserts that there is a negative correlation between the complexity of vocabulary in a document and the level of comprehension achieved by the reader. According to Spencer (1992) as stated in Lelawati et al. (2018), vocabulary is considered the most crucial skill for readers and writers. It encompasses the understanding and usage of words, including a comprehensive list of words organized in a dictionary format, accompanied by concise and explicit explanations.

Based on the above reasoning, it can be inferred that the efficacy of vocabulary acquisition is contingent upon the instructional methods employed by teachers during vocabulary instruction. In this particular scenario, the utilization of instructional strategies by teachers assumes a significant job in fostering the advancement of students' vocabulary acquisition. The process by which educators determine the most optimal approach for teaching vocabulary is contingent upon their individual perspectives regarding instructional methods for vocabulary acquisition. Hence, it is crucial to comprehend the perspectives of educators on the optimal methodology for imparting vocabulary knowledge, particularly among young students.

Numerous investigations have been undertaken to examine the pedagogical approaches employed by educators in instructing English vocabulary to young learners amongst the covid-19 pandemic. The thesis titled "The Teaching of English Vocabulary to Young Learners at SD Negeri Padasuka 2 Soreang" by Lelawati et al. (2018) is examined. The results of the study indicated that the

instructional methods of listen and do, listen and repeat, question and answer, modelling, and demonstration were more prevalent in the English vocabulary instruction for young learners at SD Negeri Padasuka 2 Soreang. Furthermore, Pratiwi Rahmadhani, (2015) conducted a study titled "Techniques in Teaching Vocabulary to Young Learners at LIA English Course," which highlights the prevalence of three specific techniques for teaching vocabulary to young learners. These techniques include the utilization of flashcards during presentations, sorting tasks for practice, and sentence completion exercises for vocabulary revision. In a recent study conducted by Agustin (2019), the author presented findings regarding the instructional approaches employed by an English teacher at an elementary school in Ngamprah. The identified techniques utilized by the instructor were Spelling Rules and Keeping Record, with the instructional medium being songs.

The aforementioned studies examined instructional approaches for imparting English vocabulary to young learners within a conventional classroom setting. However, there has been a lack of research undertaken specifically on the instructional methodologies employed by teachers for teaching English vocabulary to young learners during the Covid-19 pandemic. During the COVID-19 epidemic, there was a shift in the learning enironment from traditional offline classrooms to online settings. Consequently, educators were compelled to adapt their teaching methods to effectively instruct students in vocabulary acquisition, necessitating a more innovative and demanding approach. Therefore, the researcher was motivated to do the study in that particular field. Furthermore, the researcher chooses to select English teachers from elementary schools in Muara Jawa due to their proximity, making them the most accessible subjects for the study. However, the teachers involved in this study had prior experience in teaching language to young learners during the Covid-19 pandemic, which aligns with the objectives of the current research

Based on the preceding explanation, the researcher undertook a study with teachers' strategies in teaching English vocabulary for young learners during covid-19 pandemic. This was achieved by formulating the subsequent research question:

1. What is vocabulary learning strategies employed by teachers for young learners during Covid-19 Pandemic?
2. What are challenges in teaching vocabulary for young learners during Covid-19 Pandemic based on teachers' perspectives?

METHODS

The locations of this study were in SDN 005 Muara Jawa, SDN 007 Muara Jawa, SDN 008 Muara Jawa, SDN 011 Muara Jawa, and SDN 018 Muara Jawa during Academic Year 2022/2023. English teachers in these schools were employed to become participants in this study. This study employed a qualitative descriptive case study. It focused on teachers' strategies in teaching English vocabulary for young learners during covid-19 pandemic. The subject of this research was English teachers at some elementary schools near Muara Jawa sub-district namely SDN 005 Muara Jawa, SDN 007 Muara Jawa, SDN 008 Muara Jawa, SDN 011 Muara Jawa, and SDN 018 Muara Jawa. All English teachers in those schools were involved in an in-depth interview as participants of this study, one teacher at SDN 005 Muara Jawa, one teacher at SDN 007 Muara Jawa, two teachers at SDN 008 Muara Jawa,

one teacher at SDN 011 Muara Jawa, and one Teacher at SDN 018 Muara Jawa. The teachers are selected because they have experienced online learning during the pandemic of Covid-19. In total, six teachers from those five elementary schools were involved in this study. The collect of the data research absolutely employed some strategies to assist the research. The researcher used a semi-structured interview to collect data about teachers' strategies in teaching vocabulary to young learners during Covid-19 pandemic. A list of questions adopted from Pratiwi Rahmadhani (2015) were utilized for the interview. All the interviews were conducted face-to-face with the participants. The data analysis techniques used in this research is refers to the concept of Mudjia Raharjo (2017) which classifies data analysis, namely: Data Collection, Data Enhancement, Data Processing, Analysis Data, and Analysis Data Processing.

RESULTS AND DISCUSSION

Table 1.1 The Frequencies and Percentage of the Teachers' Answer in the Interview

Teachers' Answer	Frequencies of key concepts found in teachers' answer (N=44)
Word Selection	
- Topic	3
- Frequently use words	2
- Textbooks materials	1
Teaching Frequency	
- 35 Minutes	5
- 30 Minutes	1
Vocabulary Teaching Strategies	
- Using songs	5
- Pictures	3

	N
- Videos	3
- Notebooks	2
- Memorization	3
- Games	3
- Dictation	1
Learning Platform	
- WhatsApp	3
- Zoom	1
-	
Techniques of Vocabulary Assessment	
- Memorizing	3
- Written Test	1
- Pronunciation Test	2
- Making Sentences	1
- Active Participation	1

N = Frequencies of the key concepts found in the Interview

Table 1.2 The Frequencies and Percentage of the Teachers' Answer in the Interview

Teachers' Answer	Frequencies of key concepts found in teachers' answer (N=20)
Challenges	
- Lack of Confidence	1
- Demotivation	3
- Internet Connection	3
- Gadget Limitation	4
Suggestions	
- Learning Strategies	2
- Understanding Students	1
- Upgrading Knowledge	1
- Motivating Students	1
- Embracing Technology	1
- Parents' Involvement	1
- Teachers' Attitude	2

Frequencies of the key concepts found in the Interview

In terms of the teachers' strategies, the researcher figured out five key concepts namely word selections, teaching frequencies, vocabulary teaching strategies, learning platforms, and techniques of vocabulary assessments. The results show that there were seven strategies recorded by the researcher while the interview namely using songs, using pictures, videos, notebooks, memorizations, playing games, and dictations. Most of teachers revealed that they taught vocabulary by using English songs. In terms of the challenges, the researcher

figured out that there were four main challenges encountered by teachers during their online vocabulary class in the pandemic, namely students' lack of confidence, demotivation, internet connection issues, and gadget limitations. According to teachers, some students had the most problems with their gadgets used for online learning such as incompatible gadgets and lack of memory capacity.

CONCLUSION

This study aims to figure out the vocabulary learning strategies employed by English teachers for young learners during the Covid-19 pandemic as well as to figure out the challenges encountered by teachers during the learning process. The researcher employed six teachers from five different elementary schools in a case study through in-depth interviews. The teachers were purposively selected because they experienced teaching vocabulary for young learners during the pandemic.

The results of the study showed that teachers mostly used English songs to teach vocabulary as learning strategy, despite using others such as pictorial representation, games, memorization, videos, notebooks, and dictation. They assumed that using English songs to teach vocabulary could provide an interesting and fun learning situation during the online class. On the other hand, the researcher also figured out that the challenges that teachers mostly encountered during the online class was the gadget limitations. Teachers claimed that most students did not have appropriate gadgets such as laptops and mobile phones to deal with online tasks during the pandemic. In addition, the researcher also figured out some other challenges namely the issues with the internet connections, students' demotivation, and lack of confidence encountered by teachers in their online vocabulary class during the pandemic.

ACKNOWLEDGEMENT

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JADWAL BIMBINGAN NASKAH PUBLIKASI

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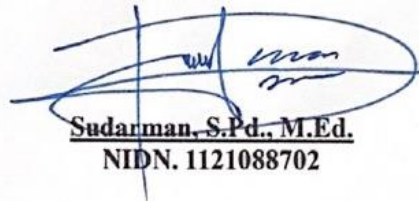
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