

## The process of mastering English vocabulary for grade 3 students at SD negeri samiran 2

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### ARTICLE INFO

#### Article history

Received: 21 Desember 2023

Revised: 27 Desember 2023

Accepted: 30 Desember 2023

#### Keywords:

learning, vocabulary, teacher's role



### ABSTRAK

Keterampilan berbahasa asing, terutama bahasa Inggris, merupakan standar dasar untuk memahami berbagai ilmu pengetahuan serta teknologi komputer dan telepon canggih. Pembelajaran Bahasa Inggris di tingkat dasar telah dimasukkan ke dalam muatan lokal atau sebagai mata pelajaran tambahan sejak kurikulum 2013 (K-13). untuk memastikan bahwa setiap sekolah memiliki hak untuk memilih untuk memasukkan bahasa Inggris ke dalam salah satu mata pelajaran di sekolah atau menggantinya dengan pelajaran bahasa daerah local. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif, yang berarti bahwa penelitian difokuskan pada gejala apa adanya lapangan kerja. Penelitian deskriptif kualitatif ini bertujuan untuk menjelaskan bagaimana peran guru dalam meningkatkan kosakata bahasa Inggris siswa kelas tiga dan menjelaskan secara berurutan pertanyaan penelitian sebelum peneliti mulai bekerja di lapangan. Pada kelas 2, peran guru untuk meningkatkan kosakata siswa dalam Bahasa Inggris sangat penting. Ini karena jika siswa memiliki kosakata yang luas sejak kecil, mereka akan lebih mudah memahami materi Bahasa Inggris yang lebih kompleks di kemudian hari.

### ABSTRACT

*Foreign language skills, especially English, are a basic standard for understanding various sciences and advanced computer and telephone technology. English learning at the basic level has been included in local content or as an additional subject since the 2013 curriculum (K-13). to ensure that each school has the right to choose to include English in one of the school subjects or replace it with local regional language lessons. This research was conducted using a qualitative approach, which means that the research focused on the symptoms of employment opportunities. This qualitative descriptive research aims to explain the teacher's role in increasing third grade students' English vocabulary and explain the research questions sequentially before the researcher starts working in the field. In grade 2, the teacher's role in increasing students' vocabulary in English is very important. This is because if students have a broad vocabulary from childhood, they will more easily understand more complex English material later on.*

## INTRODUCTION

Foreign language skills, especially English, are very important for understanding various sciences and using computer and smartphone technology in the current millennial and digital era. Basic education is clearly very important in preparing the nation's young generation to face today's developments. The ability to think and learn is assisted by the ability to read, listen, speak and write.



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Character cultivation and character formation in various disciplines will be more easily accepted by elementary school age children. This also applies to learning English, where elementary school age children will understand the language more easily. English learning at the basic level has been included in local content or as an additional subject since the 2013 curriculum (K-13). So, each school has the decision to include English lessons in one of their subjects or to replace it with local Regional Language lessons. English language learning in elementary schools is supported by local content subject policies in elementary schools. This is regulated in chapter VIII of the policy of the Ministry of Education and Culture of the Republic of Indonesia Number 0187/11/1992, which allows elementary schools to add certain subjects to their curriculum as long as they do not conflict with National education goals. Students need new habits and new approaches to speaking foreign languages, especially English, because this is a new lesson for them after their mother tongue. According to Ahmad Izzan's research, learning a second language is very difficult, both because the language is generally used by the wider community but is not the language of the family and because the language is used by foreigners, who are outside the community or nation. Therefore, unique learning methods and teachers are needed to learn this second or foreign language. Vocabulary itself is a vocabulary, or all the words in a language that have meaning, which are arranged into sentences to convey an idea. At the elementary school level, build English language skills through learning English vocabulary. Making students have good language skills is the goal of vocabulary mastery. Law Number 14 of 2005 Teachers are professional educators who are responsible for teaching, training, assessing and evaluating students in early childhood education, primary education and secondary education. Therefore, teachers not only act as transmitters of knowledge to students but also act as educators. English learning at Samiran 2 Elementary School, especially in grade 3, is still simple, namely learning vocabulary and speaking English every day. which was designed through the Tolabul ilmi program. Students are taught reading and writing in this program. Apart from that, the program teaches and familiarizes them with foreign languages.

## METHOD

### Research design

This research was carried out using a qualitative approach, which focused on symptoms in the field. with a type of descriptive research, which means providing an in-depth explanation of a particular situation accompanied by evidence that investigates how the situation occurred. Therefore, the aim of this qualitative descriptive research is to explain the teacher's role in increasing the English vocabulary of grade 3 students. This research uses observation and interviews to collect data.

#### a. Observation

This research uses observation to collect data. Johnson stated that everyone has the ability to make observations, from the most basic to the most complex. However, depending on the specific research needs and objectives, the observation methods used for each research activity may differ. In a personal conversation, Carol Brook Gardner revealed the significant results of this research. He states that a "proper" experience is one that arises suddenly, even if it is small in scale, and suddenly penetrates into the recesses of emotions, events, or facts of social phenomena directly. consists of four types of observers: full participation (total participation), participation as an observer (participation as an observer), participation as an observer (participation as an observer), and full participation (full participation). Researchers use full participant participation for

this research because with full participation, researchers can enter the object being studied as a whole. When observations were made in third grade, the researcher was also involved in the teaching and learning process. The way teachers teach English vocabulary includes teacher preparation before learning, approaches and techniques used by teachers during class 3 students' vocabulary mastery lessons, and evaluations used by teachers to determine students' vocabulary mastery levels. Apart from teachers, researchers must also observe students to see how students respond to learning English vocabulary.

b. Interview

The purpose of qualitative interviews is to gain an understanding of the subjective meaning that individuals understand about the subject under study and to conduct an investigation of the problem. In-depth interviews—also known as in-depth interviews—are the interview method to be used. The definition of an in-depth interview is as follows: "repeated face-to-face meetings between a researcher and an informant aimed at understanding the informant's perspective about their life, experience, or situation conveyed in their own language." Therefore, these in-depth interviews involve meeting repeatedly with people who are deemed to have the ability to answer the researcher's questions. Researchers conducted interviews with a number of informants who could answer research questions. This information includes:

- 1) Mr. Lukman, S.Pd., class 3 teacher, definitely knows how students master English vocabulary, especially at the planning stage.
- 2) Heron, Faris, Difa, Ibnu, and Adit are five third grade students. These five students are representatives of students with low, medium and high mastery of English vocabulary. They were used as samples to collect information about the process of students' mastery of English in grade 3 and to find out the results of students' vocabulary mastery.

## RESULTS AND DISCUSSION

The role of teachers is a very important part of education in educational institutions. In education, the role of teachers is very important to increase students' English vocabulary in grade 2 because without teacher direction, students will have difficulty understanding the material or subjects. Students will more easily understand more difficult English material if they have sufficient vocabulary from childhood. Since its founding, SD Negeri Samiran 2 has implemented English language learning in the lower grades. It is based on interviews with teachers. According to Mr. Lukman, class 3 teacher.

*"English learning started in grade 3 since this school was founded, I think this has happened from the start, namely from the lower grades, namely from grade 1".*

According to this description, the Samiran 2 state school has been implementing English vocabulary learning for lower grade students for a long time. This is because learning English from an early age is very important apart from being a provision to face current developments when you are in high school.

The results are based on observations made by researchers. Every week, English vocabulary lessons for 3rd grade students are planned or designed. where the vocabulary that will be taught to students for one week is created in a shorter time than one day. The class teacher can still expand the vocabulary that each student will use, but still in accordance with this week's theme. This is in

accordance with the findings from the interview with Mr. Lukman S.Pd, class 3 teacher, which was conducted.

*"We ourselves hold teacher team meetings once a week after the children come home from school to discuss the material that will be provided for the following week. We also cover English vocabulary, which is given according to the week's theme. Class teachers may also expand their vocabulary, as long as they do not deviate from the week's theme. because each homeroom teacher is the only person who really knows the condition of his students. Has the vocabulary been added or not yet?"*

Learning English vocabulary at SD Negeri Samiran 2 merges into one with thematic learning, so the vocabulary given must be in accordance with the theme of the meeting. The results of the researcher's observations showed that the 3rd grade teacher always carried out an overall evaluation of the 3rd grade students before discussing the following week's learning plans. All homeroom teachers will report their students' results and talk about how teachers can follow up with students. Teachers can provide evaluations through games, or sometimes by guessing before going home from school, so that students who find the correct answer can go home early. Therefore, the evaluation of English vocabulary material at SD Negeri Samiran 2 was carried out directly, such as conducting a short interview about the use of English in the school environment.

## CONCLUSION

Based on the focus, data and research results, the researcher can conclude that the teacher's planning in learning English vocabulary for Grade 3 students at the Samiran state elementary school, namely the vocabulary list given to students is adjusted to the theme of the day. Apart from that, English lessons are held once a week using the question and answer method and an environmental approach.

## THANK YOU NOTE

Alhamdulillah, Rabbil Alamin, it is worth pouring out Allah SWT's blessings for His endless blessings, love, guidance, health, and mercy throughout time. This research was written entitled " The process of mastering English vocabulary for grade 3 students at sd negeri samiran 2"

" This is a mid-term assignment in the Department of English Language Education, Faculty of Teacher Training and Education at at Madura University. Shalawat and Salam are addressed to the Prophet Muhammad SAW, the last and chosen as the messenger of religion. The researcher would like to express his deepest appreciation and gratitude to his parents, siblings, and to his entire extended family for prayers, money, motivation, and sacrifices for his success and their true love. Additionally, I would like to thank the teachers and educators who supported the success of this investigation.

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