



Analysis of Teacher Difficulties in Teaching Vocabulary at Elementary School

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Info Artikel

Riwayat Artikel:

Received 05 Januari 2024

Revised 15 Januari 2024

Accepted 27 Januari 2024

Kata Kunci:

Teacher, Difficulties Teaching, Vocabulary.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesulitan guru dalam mengajar kosakata sekolah dasar. Ruang lingkup penelitian hanya berfokus pada mendeskripsikan atau mengeksplorasi kesulitan-kesulitan yang dihadapi guru dalam mengajarkan kosakata bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Subyek penelitian ini adalah 2 orang Guru Bahasa Inggris di Sekolah Dasar Negeri. Penelitian ini menggunakan wawancara untuk mengumpulkan data. Berdasarkan hasil analisis data penelitian disimpulkan bahwa Guru Kesulitan dalam mengajarkan kosakata adalah kesulitan dalam memilih kosakata yang akan diajarkan karena banyaknya kata dalam bahasa Inggris dan siswa tidak memiliki kemampuan kata yang sama, kesulitan dalam menerapkan teknik pengajaran atau menyajikan kosa kata baru. Siswa tidak memperhatikan penjelasan guru, siswa berisik, dan pasif dalam pembelajaran kosakata. Dan guru kesulitan untuk meninjau atau mengevaluasi pemahaman siswa terhadap kata-kata yang telah diajarkan karena siswa masih belum memahami arti dari kosakata tersebut.

ABSTRACT

This research aims to determine teachers' difficulties in teaching vocabulary elementary school. The scope of the research only focuses on describing or explores the difficulties teachers face in teaching English vocabulary. This study used descriptive qualitative method. The subjects of this research are 2 English Teacher at State Elementary School. This research uses interviews to collect data. Based on the results of research data analysis, it was concluded that teacher Difficulty in teaching vocabulary is difficulty in choosing the vocabulary to be taught because there are many words in English and students don't have the same words ability, difficulty in applying teaching techniques or presenting new vocabulary. Students don't pay attention teacher explanations, noisy, and passive students in vocabulary learning. And teachers find it difficult to review or evaluate students understanding of the words that have been taught because students do not still understand the meaning of the vocabulary.

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How to Cite: Gulo, Sri Mawarni Nofitri. (2024). Analysis of Teacher Difficulties in Teaching Vocabulary at Elementary School. *Journal Progressive of Cognitive and Ability*, 7(1) 67-74. doi: <https://doi.org/10.56855/jpr.v3i1.977>

PENDAHULUAN

Vocabulary plays a very important role in language learning. Vocabulary is also important skills for learning to read, speak, write and listen. Without sufficiency vocabulary, people cannot communicate and express their feelings either in form spoken and written effectively. Apart from that, it is also supported by Zimmerman (2006:60), says vocabulary is one of the important things to teach learn a foreign language because without it it is impossible to speak various words. This statement implies the importance of vocabulary teaching as a foreign language. Vocabulary was considered to be one of the most crucial language elements to master when teaching English. According to Nation (2006:5), vocabulary development is a crucial component of any language instruction. As they study sound systems and structure, kids need to be learning words all the time. Furthermore, he said that if language structure is the language's skeleton, vocabulary is its essential organs and flesh. Another crucial component of teaching and learning a language is vocabulary.

Teaching vocabulary is a crucial part of helping pupils acquire the language, but many teachers have found it challenging to impart vocabulary in the classroom. The first challenge in teaching words, according to Wilkins (2010:10), is deciding whether to teach form first and meaning later or form first and meaning later. Another author was once drawn to this issue, but he also brought out two crucial points that educators may occasionally overlook: one form can have multiple meanings, and vice versa. The study further hypothesized that there would be challenges in teaching vocabulary in the manner in which it is presented and practiced. Some educators find it difficult to convey the vocabulary that is taught to their students.

In Indonesia, teaching English actually started a long time ago. Various curricula and teaching methods have even been developed by the government, in order to improve students' ability to master English, one of which is by introducing English earlier, starting from elementary school. Unfortunately, teaching English to children is difficult and easy. This happens because there are still many problems and obstacles that influence the process of implementing the program, so that the results achieved are not optimal. as well as schools that researchers have visited. In this elementary school, researchers saw how difficult it was for teachers to teach English to students, especially

in the vocabulary section, there were difficulties or challenges for teachers in teaching vocabulary to students in this elementary school.

According to the explanation, there are three possible reasons why teaching vocabulary can be challenging: the complexity of the language, the intellectual capacity of the pupils, and the role that teachers play in the process. These are the reasons the researcher felt compelled to investigate the issues teachers have when it comes to teaching vocabulary to students because it was assumed that many English teachers encountered challenges in the classroom when doing so. The research formulates the problem statement regarding the challenges faced by the teachers at the elementary school when teaching English language, taking into account the background information.

METODOLOGI

Qualitative descriptive methodologies were employed in this study. It indicates that a set of procedures was used by the researcher to solve problems based on the verifiable evidence. Researchers used the descriptive qualitative approach as a procedure or process to gather data orally. This method's goal was to describe data that was collected methodically and in line with reality. In August 2018, the researcher conducted this study the elementary school, specifically focusing on the English teachers there. The English teachers at elementary school were the focus of the study. To gather information about the challenges English teachers have when teaching vocabulary, the researcher conducted interviews with two English teachers at elementary school. In order to learn about the challenges instructors confront in the classroom, the researchers employed interviews as their tool.

According to Miles & Huberman (2014), there are three phases of data analysis: After gathering the data needed for the study and reducing it, the researcher selected the information that was most important to include in the research report. Next, the data was categorized. The researcher presented the research data after it had been reduced. The researcher produced an explanation or description of the challenges English teachers at elementary school had when teaching vocabulary based on the data that was displayed. The researcher used the data that they had previously reduced and shown to reach their conclusion in this section.

RESULT AND DISCUSSION

Result

The researcher spoke with the two teachers in order to gather data. This was done to find out what vocabulary-teaching issues the teachers were having. The research's findings show that teachers have challenges when it comes to choosing materials, putting teaching strategies into practice (such as introducing new terminology), and conducting reviews or evaluations:

1) Difficult in selecting vocabulary to be taught.

Data regarding the teachers' challenges teaching vocabulary is obtained by the researcher. The challenge is in choosing the content or the categories of language that will be taught.

Given that there are hundreds of thousands of words in the English language, the first teacher claimed that teaching vocabulary is extremely difficult. However, it should be remembered that native speakers only use about 5,000 words in everyday conversation, so we must select words that are simple enough for students to learn and that they are not yet proficient in. This suggests that each student has erratic motivation for learning vocabulary and that the initial teacher finds it challenging to choose the words for vocabulary instruction. It implies that teachers find it challenging to choose vocabulary materials due to the sheer quantity and variety of language that needs to be taught.

The second teacher stated that as students' abilities vary, it is only natural that there could be challenges while teaching vocabulary, particularly when it comes to helping them choose the terminology they need. While some pupils have grasped the vocabulary, others have not. This indicates that vocabulary plays a crucial part in the teaching and learning process. The content ought to be suitable for the needs of the pupils. The content should make the lesson easy for the pupils to understand and should be able to assist them become more competent. Since all of the pupils are equally capable, the second teacher finds it challenging to choose the right words.

2) Difficult to present or introduce new words

The researcher keeps asking teachers about the challenges they have when teaching vocabulary in order to gather additional information on the subject.

The researcher has now written in the table below:

The first teacher mentioned that no matter what method we employ, it might not always be beneficial due to a number of reasons, including the students' ability to learn, their distaste for English classes, their tendency to be noisy during class, and their poor comprehension of vocabulary explanations.

The second teacher mentioned student factors, such as the fact that many pupils are boisterous, inattentive, and do not participate in the learning process when we explain language. This suggests that the first teacher is having trouble keeping track of the students while they are being given content or are being introduced to new vocabulary.

It indicates that teachers are having trouble teaching or presenting new language. It's because they are inattentive to the teacher's explanations when the teacher introduces new terminology, they make noise, and they take a passive approach to learning new words.

3) Difficult to review students' vocabulary

During the interviews with the teachers, the researcher discovered that the teachers had trouble checking or assessing how well the children had mastered the language.

The first teacher mentioned that Teachers have various challenges while assessing the language they have learned during the teaching and learning process. The issue with going over the vocabulary of students who frequently show up in class is that when they are cheating and making noise around each other, it's possible that they don't grasp the material being covered, making it challenging for them to respond to questions. Furthermore, when questioned about the meaning of Indonesian terminology, they were mute and difficult to understand.

The second teacher said that a large number of pupils who are less attentive and some who appear to not comprehend the subject matter are evaluated passively. It implies that the students are less attentive, perceptive, and passive learners, making it challenging for the second teacher to review the language that has been taught.

Discussion

The results are discussed in this conversation. The study discovered that the teachers at elementary school were having trouble choosing which vocabulary to teach, putting teaching strategies into practice or introducing new vocabulary, and reviewing or assessing the students' comprehension of the words they had already learned.

It is challenging for teachers to choose which terms to teach their students. This occurs as a result of the students' differing capacities to absorb the information. Thus, educators need to be aware of the vocabulary related to the needs of their students. Students are able to utilize words effectively in this way, demonstrating that teaching vocabulary involves more than merely introducing new terms. When choosing the terminology to teach, a teacher must use caution. It is important for teachers and students to be aware of how language is discussed at different stages of the learning and teaching process. Stated differently, a teacher must be aware of what they wish to teach in order to facilitate easy understanding among students.

Wallace (2007:207), who explains that while teaching vocabulary, the teacher must choose how many words students need to learn, supports this. If they encounter a lot of unfamiliar words, the learners will become confused or disheartened. As a result, the instructor should choose new terms that are simple for the students to understand. Thus, the answers to questions 1, 2, 3, and 4 demonstrated how carefully the teacher selected the words to teach the class.

When introducing new language or instructional techniques, teachers often find it challenging to present it. This occurs as a result of the pupils' noise, indifference to the teacher's explanations, and passivity when it comes to learning language. It explains how the teachers use different strategies at each meeting to address issues and pique the interest of the students in the process of learning new terminology.

Since students still don't understand the meaning of the vocabulary, teachers find it challenging to review and assess their understanding of the terms that have been taught. Since most students still struggle to understand the meaning of the newly taught terms, teachers find it difficult to keep the students' attention and concentration during evaluations.

Lastly, the researcher draws the conclusion that teachers face challenges when it comes to choosing which vocabulary to teach because there are many words in the English language, and students' comprehension varies. It is also challenging to put teaching strategies into practice or introduce new vocabulary because students become distracted and become passive learners. Finally, it is challenging to assess how well students understand the vocabulary they have been taught because they still don't understand its meaning. This means that in order to support themselves, teachers need to be aware of the various strategies they might employ to achieve their objectives and keep pupils motivated to acquire new language.

KESIMPULAN

It is clear from the explanation of the results and the discussion that the teacher at elementary school finds it challenging to choose which vocabulary terms to teach the students because there are numerous words in the English language and the students' proficiency levels vary. Teachers find it challenging to adopt instructional strategies or introduce new vocabulary because students are inattentive to teacher explanations, disruptive during vocabulary presentations, and passive learners. Additionally, because the students still do not understand the meaning of the vocabulary, it is challenging for the teachers to examine and evaluate the students' understanding of the terms that have been taught.

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BIOGRAFI PENULIS



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