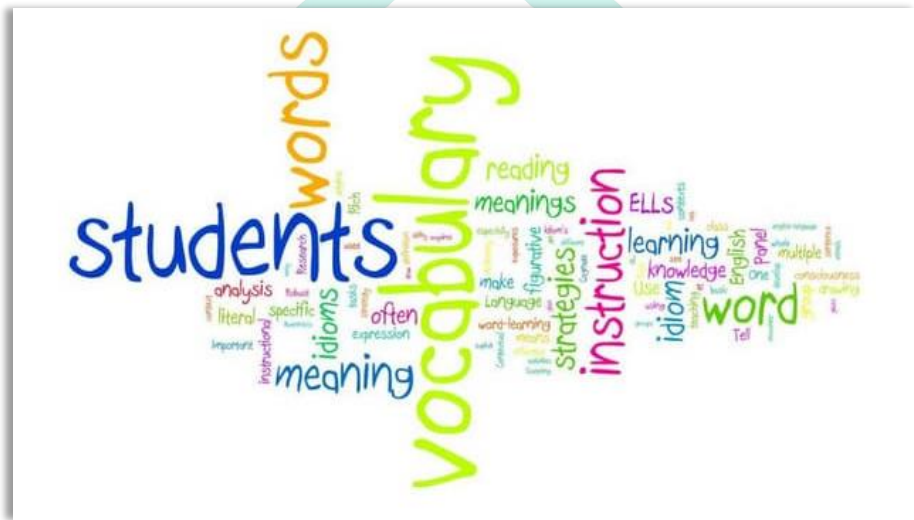




TEACHER'S PROBLEMS IN TEACHING VOCABULARY THROUGH DISCOVERY LEARNING



Marela Zul Is Yus Annaya
SN. 2520076

2024

**TEACHER'S PROBLEMS IN TEACHING
VOCABULARY THROUGH DISCOVERY
LEARNING**

A Thesis

**Submitted in Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan in English Education**



By :

Marela Zul Is Yus Annaya
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H ABDURRAHMAN WAHID PEKALONGAN
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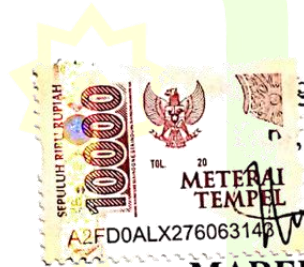
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2024**

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Dengan ini menyatakan bahwa skripsi yang berjudul “TEACHER’S PROBLEMS IN TEACHING VOCABULARY THROUGH DISCOVERY LEARNING” adalah benar-benar karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya. Demikian pernyataan ini saya buat dengan sebenar-benarnya.



di Jakarta, 09 Juli 2024
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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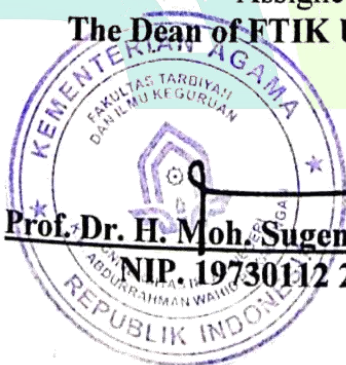
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Alhamdulillah, I am so grateful to Allah SWT for giving me the strength and blessing to finish my thesis. Peace then upon Muhammad, my prophet SAW.

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MOTTO

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."

Christian D. Larson

"Once you miss the opportunity to guide your thesis, it's the same as delaying one batch of thesis trials".



ABSTRAK

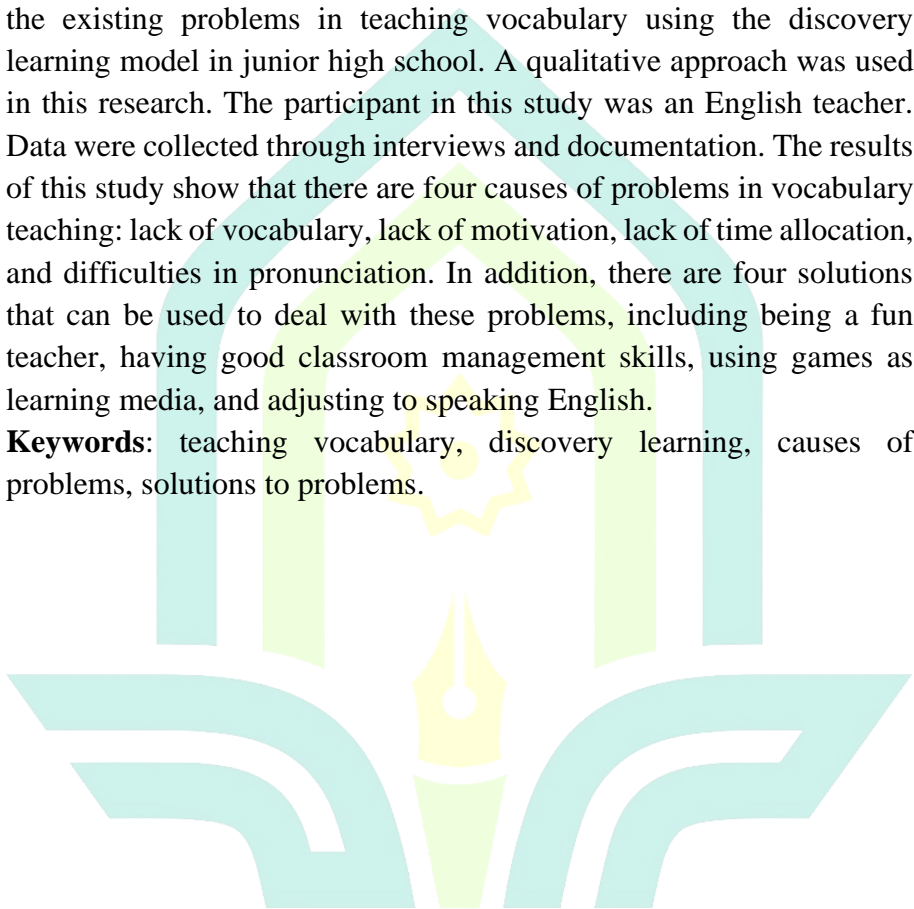
Discovery Learning adalah model pembelajaran di mana siswa diizinkan untuk mengeksplorasi konsep, makna, dan hubungan melalui proses intuitif untuk menyimpulkan. Dalam penelitian ini, peneliti menggunakan model pembelajaran *discovery learning* dalam proses pengajaran kosakata di salah satu SMP di Kabupaten Pekalongan. Tujuan dari penelitian ini adalah untuk mengetahui penyebab masalah dan memberikan solusi terhadap masalah yang ada dalam pengajaran kosakata dengan menggunakan model *discovery learning* di SMP tersebut. Pendekatan kualitatif naratif digunakan dalam penelitian ini. Partisipan penelitian ini adalah satu guru Bahasa Inggris. Data dikumpulkan melalui wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa terdapat 4 penyebab terjadinya masalah dalam pengajaran kosakata yaitu *Lack of Vocabulary*, *Lack of motivation*, *Lack of time allocation*, *Difficulties in Pronunciation*. Selain itu, terdapat 4 solusi yang bisa dilakukan dalam menghadapi masalah tersebut diantaranya *Being fun teacher*, *Classroom management Skill*, *Using games as learning media*, *adjusting to speak English*.

Kata kunci: *Pengajaran Kosakata, discovery Learning, Penyebab Terjadinya Masalah, Solusi Menghadapi Masalah*

ABSTRACT

Discovery learning is a learning model in which students are allowed to explore concepts, meanings, and relationships through an intuitive process to draw conclusions. In this study, the researcher used the discovery learning model in the vocabulary teaching process in one of the junior high schools in Pekalongan Regency. The purpose of this study is to find out the causes of the problems and provide solutions to the existing problems in teaching vocabulary using the discovery learning model in junior high school. A qualitative approach was used in this research. The participant in this study was an English teacher. Data were collected through interviews and documentation. The results of this study show that there are four causes of problems in vocabulary teaching: lack of vocabulary, lack of motivation, lack of time allocation, and difficulties in pronunciation. In addition, there are four solutions that can be used to deal with these problems, including being a fun teacher, having good classroom management skills, using games as learning media, and adjusting to speaking English.

Keywords: teaching vocabulary, discovery learning, causes of problems, solutions to problems.



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “**Teacher’s Problems in Teaching Vocabulary through Discovery learning**” can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

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3. Ahmad Burhanuddin, M.A., the head of English Education Department, Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
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6. My beloved parents who have given me endless support, prayer, encouragement, and advice in writing this thesis.
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8. Everyone who had met and created any moment with me, you have given me a lot of lessons.

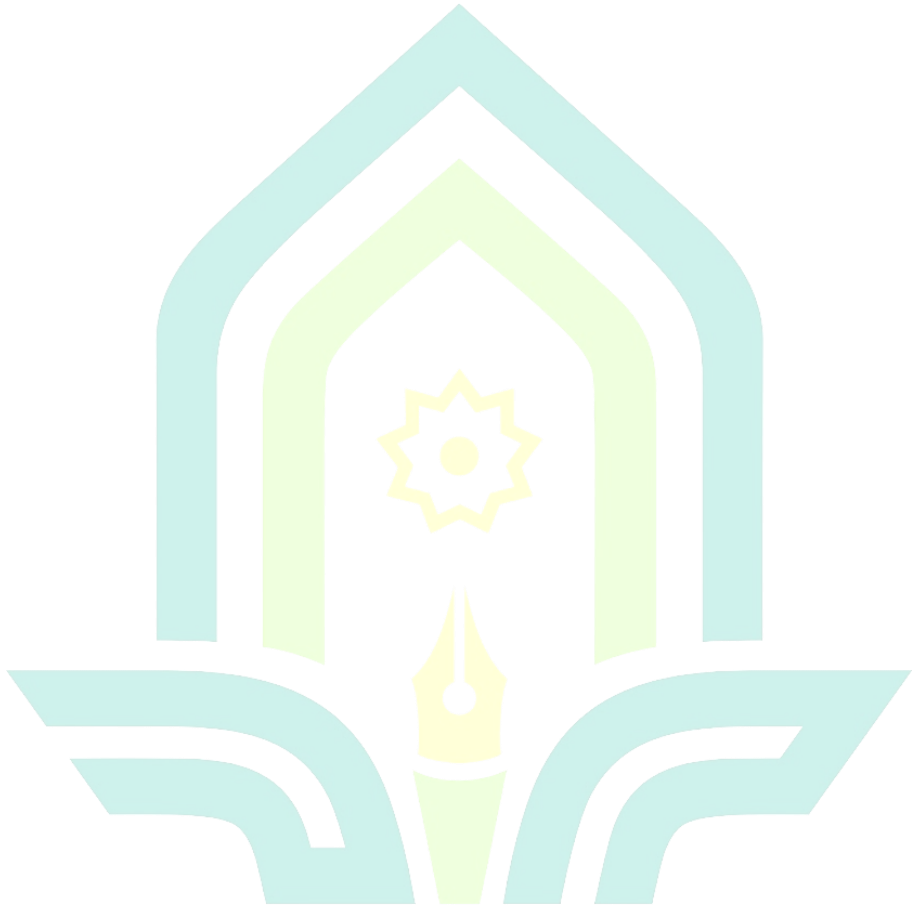
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CHAPTER I

INTRODUCTION

1.1 Research Background

English is the most widely spoken language in the world and is considered the international language of communication. English is the most spoken language around the world (Diana- Petruța MAHU, 2022). It is also the language of international business, diplomacy, and academia. Therefore, English is important for people from different cultures and backgrounds.

In English, one of the focuses is on vocabulary. Vocabulary is an important component of language. Vocabulary knowledge is essential for both productive and receptive language skills. The ability to speak more effectively and concisely can be facilitated by having a large vocabulary. In addition to communicating more easily while expressing concepts and recommendations.

Teaching vocabulary is intimately related to teaching other language abilities, such as speaking, listening, reading, and writing. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies (Linda Diamond and Linda Gutlohn, 2006), The vocabulary that is taught must be suited to the student's needs and context in which it is used. It is common for students to easily assume that learning by memorizing English vocabulary and verb tenses is a boring learning activity (Dehghanzadeh et al.,2021). Therefore, students as second language learners often complain and even feel that it is difficult, challenging, and causes stress (Turgut & Irgin, 2009). Additionally, the model used for teaching language meet to needs of the classroom. Discovery learning is one of the models for teaching vocabulary that is frequently used.

According to Wilkins (2010), the first challenge in teaching vocabulary is deciding whether to teach form first and meaning later or meaning first and form later. English is seen by many students as a

challenging subject. This is a result of the prior pupils' poor English proficiency and the obvious distinctions between Indonesian and English, particularly in terms of vocabulary pronunciation and sentence structures. Since they did not learn English in elementary school, first-graders enrolled in junior high school lack a foundational understanding of the language. As a result, children encounter difficulty reading texts when they first enrol in junior high school, which they find completely incomprehensible due to a lack of vocabulary. There are nine ways to solve the difficulties associated with teaching vocabulary: make the classroom welcoming; have an engaging teacher; use music and theatre; use games to teach vocabulary; use code-switching; simplify the subject; extend the lesson; and make sure the school has the necessary facilities.

Accosta (2002), Klein (1993), and Tosta (2001) emphasize the importance of creating a comfortable learning environment that combines learning strategies for fun and enjoyment. According to the Minister of Education Culture Regulation number 22 of 2016, concerning process standards, the 2013 curriculum is being implemented using three learning models, which are meant to form social and scientific conduct as well as foster curiosity. The three models are (1) problem-based learning (PBL), (2) project-based learning (PJBL), and (3) learning model through discovery/discovery (discovery/ inquiry learning).

Based on the results of the pre-interview, it shows that English teachers at Pegandon Islamic Junior High School experience several problems in teaching vocabulary, such as difficulty managing the class during the last lesson, difficulty in pronunciation, etc. This is caused by several factors, such as a lack of vocabulary, a lack of motivation, etc.

A model of education called "Discovery Learning" helps learners get ideas, meaning, and relationships by using their intuition to conclude. When every person participates in the process of finding several concepts and principles, discovery learning was happen. There are several methods for making conclusions, including, measurement, classification, inference, prediction, and

determination. We term this process as the cognitive process.

The design of learning materials used in the discovery learning model encourages student investigation and discovery. Resources that can be utilized include textbooks, instructional films, flashcards, etc. Through this research, researchers expect to be able to provide solutions to problems while teaching vocabulary using the discovery learning model.

1.2 Identification of the problem

Based on research background described above, the identification of the problem use as research is:

1. Teacher's experience difficulties in teaching vocabulary using the discovery learning model because there are several Problem to learning.
2. Teacher need the right solution to overcome problem when using the discovery learning model.

1.3 Limitation of the problem

From the identification of the problems in this research was focus on the problems to be solved. This research was focus on why teacher have problems in teaching vocabulary through discovery learning and what solutions teacher can take to deal with these problems.

1.4 Formulations of the Problem

This research provides two research questions:

1. Why does teacher have problems in teaching vocabulary through discovery learning?
2. What are the solutions to overcome teacher's problems in teaching vocabulary through discovery learning?

1.5 Aims of the study

The purpose of this study is to find out the causes of the problems and provide solutions to the existing problems in teaching vocabulary using the discovery learning model.

1.6 Significance of the study

1. Theoretical significance:

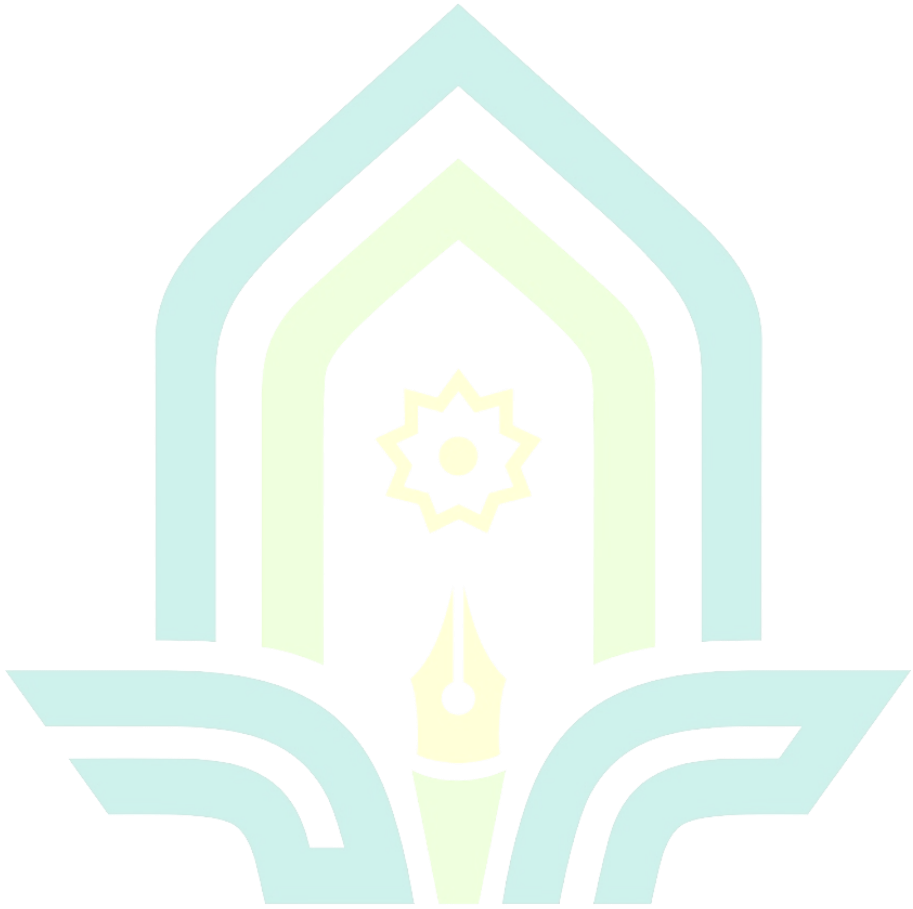
This research was contributed to Linda Diamond and Linda Gutlohn's (2006) theory about "Teaching vocabulary", and supporting theories related to teaching vocabulary.

2. Empirical Significance:

This research is expected to provide new insight into teaching vocabulary using discovery learning model.

3. Practical Significance:

This research provides new insight into the use of discovery learning model in teaching vocabulary.



CHAPTER V CONCLUSION

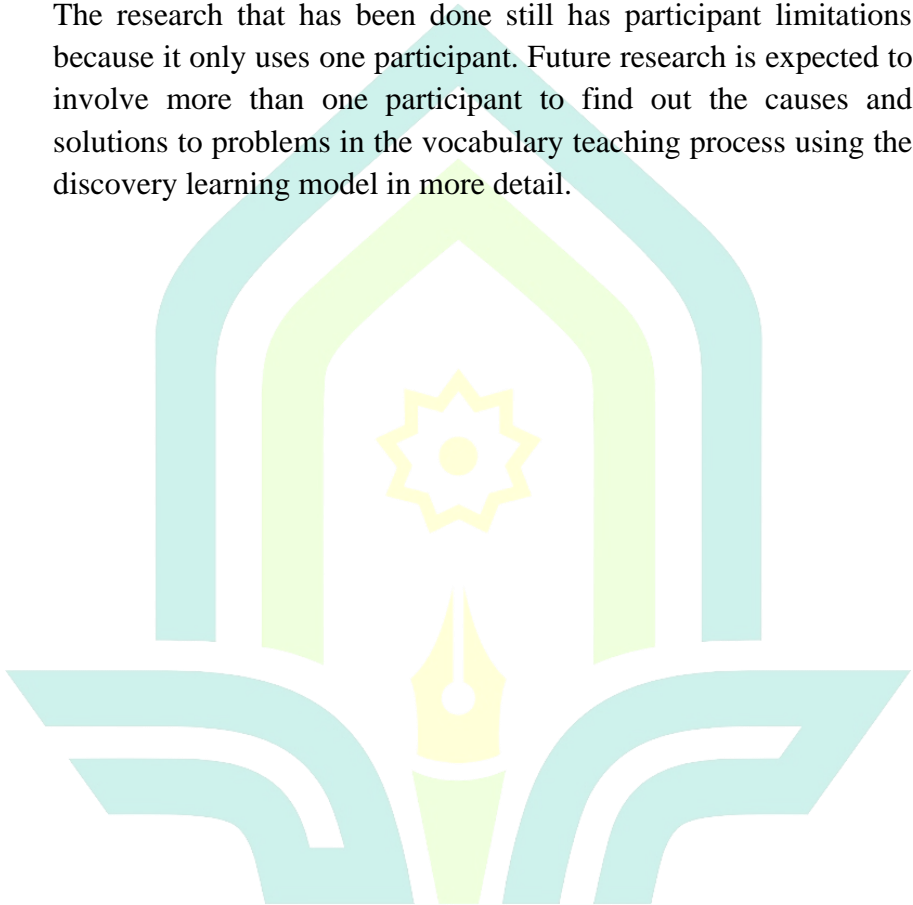
5.1 Summary of Findings

English is the most widely spoken language globally, and its vocabulary is crucial for effective communication and expressing concepts. Linda Diamond and Linda Gutlohn emphasize the importance of teaching vocabulary through various methods, including discovery learning. However, many students find learning English vocabulary challenging due to poor English proficiency and the differences between Indonesian and English. To address this, teachers can create a welcoming learning environment, engage students through music, theatre, games, code-switching, simplifying the subject, and ensuring adequate facilities. The 2013 curriculum at Pegandon Islamic Junior High School uses three learning models: problem-based learning (PBL), project-based learning (PJBL), and discovery/enquiry learning. Discovery learning helps learners find ideas, meaning, and relationships through intuition, using methods such as measurement, classification, inference, prediction, and determination. The design of learning materials in the discovery learning model encourages student investigation and discovery, using resources such as textbooks, instructional films, and flashcards. By incorporating these strategies, teachers can help students overcome challenges in teaching vocabulary and improve their overall language skills.

This study aims to find out what the causes of problems in teaching vocabulary using the discovery learning model are and what the solutions are to overcome the problems in teaching vocabulary using the discovery learning model. The researcher concluded that the causes of the problem are lack of vocabulary, lack of motivation, lack of time allocation, and difficulties in pronunciation. Meanwhile, the solutions that can be used in dealing with these problems are being a fun teacher, developing classroom management skills, using games as learning media, and adjusting to speaking English.

5.2 Recommendation

Based on the research that has been conducted and the conclusions that the researchers have obtained, the researchers provide recommendations for future researchers who are interested in conducting similar research. For future researchers, it would be better if the participants were not only one English teacher but more than one. as well as using observational data collection methods and The research that has been done still has participant limitations because it only uses one participant. Future research is expected to involve more than one participant to find out the causes and solutions to problems in the vocabulary teaching process using the discovery learning model in more detail.



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