Vocabulary Mastery: An Analysis of 4th Grade Elementary Students Taught by Non-English Education Graduate Teacher

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ARTICLE INFO	ABSTRACT
	The lack of students' ability in vocabulary makes learning English a little hampered, almost all classes experience the same thing in terms of weak mastery of vocabulary. However, especially in grade IV, vocabulary mastery is lower than the others. In mastering vocabulary in each theme, the teacher sets a minimum standard of ten mastered vocabularies. But in fact, there are still many students who do not master the ten vocabularies. Most of the difficulties in pronunciation and writing. Teacher competence is the set of knowledge, abilities and beliefs that a teacher has and displays for teaching situations. Teachers who teach not according to their field can confuse their students, apart from confusing their students, the material presented is also not detailed, or only limited to the concepts. Teachers are also considered unprofessional in teaching. This study aims to describe vocabulary learning by non-English education graduate teacher in teaching English vocabulary to fourth-grade students. This research uses descriptive qualitative with classroom observation, distributing questionnaires to students and teacher interviews as data collection techniques. Data analysis was carried out by classifying teacher interviews obtained through audio recording transcripts and student questionnaire results. The participants in this study were an English teacher and all fourth-grade students at UPT SDN 1 Tanjung Anom. The result shows that the students' vocabulary is lack, because learning resource is limited, and the background of teacher is non-English education graduate teacher. The learning media used is an English dictionary book. The material taught is writing and reading. The obstacle experienced by teachers who teach English is that the teacher finds it difficult when teaching English because they are not from their major, and the learning facilities are still limited, there are no textbooks in schools.

I.   INTRODUCTION

The most important element in learning English is vocabulary. It is the first step for students if they want to reach their goal of acquiring English skills. Syarifudin (2014:1) states vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken. In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. However, English is still regarded as a difficult subject and a difficult language to be mastered by the students. That is a reason why without a sufficient vocabulary, students will have difficulties in learning a language. There is no concrete definition of non-English graduate teacher. However, if we segment it into non-English, graduate, and teacher, we can define it by each of our very perceptions. Non-English is a noun that is prefixed with "non". Prefix "non" means not. The meaning of the base word is usually altered by a prefix. (Yurtbaşı, 2015). Graduate means people who have finished their education on a certain major.

Etymologically, competence comes from English with the basic word compete or mean to compete, compete, compete. then used as a noun to become competence or competency which means ability, skill, or authority. Then, there are several definitions of competence terminologically. for example, as formulated in Law No. 14 of 2015 namely, competence is a set of knowledge, skills and behaviors that must be internalized and mastered by a person in carrying out professional duties. Teacher competence is the set of knowledge, abilities and beliefs that a teacher has and displays for teaching situations. in other words, teacher competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers in carrying out professional duties. Article 10 paragraph 1 of Law No. 14 of 2005 states that teacher competencies as referred to in article 8 are 4 competencies obtained through professional education. Namely, pedagogic competence, personal competence, social competence, and professional competence.

Teachers who teach not according to their field can confuse their students, apart from confusing their students, the material presented is also not detailed, or only limited to the concepts. Teachers are also considered unprofessional in teaching. This has a great impact on learning quality Menuey in Cheng (2014) states the quality of teaching is important in education because when teachers are incompetent this has a significant effect on the quality of students' learning. Currently there are many teachers who teach not in accordance with their graduates. One example is the English teacher at SDN 1 Tanjung Anom. the teacher is a graduate of Biology Education who teaches English at SDN 1 Tanjung Anom. Another example at SD Inpres Minasa Upa 1 Makassar, the teacher teaching English turned out to be a Bachelor of Business Administration graduate. So, from these two examples it is clear that there are many teachers who teach English in elementary schools not according to their fields.

The competencies of SD/MI graduates should be useful abilities in order to prepare graduates to study English at the SMP/MTs level. Wulandari (2013:40) states the ability in question is the ability to interact in English to support class and school activities. Learning English is to develop English language skills in a contextual and acceptable manner according to the context and conditions and daily situations of students. this is to produce a form of learning English that is more in touch with the language needs of learners. These findings need to be integrated in such a way as to produce learning activities that emphasize aspects of how English is used as a communication tool that suits the needs of students.

Vocabulary is the core of a language, and without sufficient knowledge about vocabulary, learners will get difficulties in learning the target language. In order to achieve effective communication in speaking, listening, writing, and reading learners have to learn the

target language vocabulary. When someone wants to learn or master a second language, it is important for them to learn the vocabulary first. Elementary school students are trained to learn several ways to learn vocabulary, which is developed as they grow and learn in high school. Elementary school and high school learning are similar, but elementary school is treated more concretely as it grows into concrete manipulations and semi-abstract psychological development. In June 2022, Anisa as the first author conducted English learning with hand puppet as media to 4th grade students of UPT SDN 1 Tanjung Anom. The students were enthusiastic. However, the students did not understand most of what was being taught. And the students looked confused. Most of the students looked fluttering while watching the hand puppet even though the used words on playing hand puppet were familiar and easy to understand for students.

Vocabulary mastery is very important in developing language skills. Because building vocabulary is the main thing in learning English at the elementary school level. By acquiring vocabulary, they can form English and think of English as one of the subjects in school. It is the statement of John Langan in Syarifudin (2014:2), good vocabulary is more important than any other factor, he said. They also want to have a larger vocabulary (because they can find new vocabulary more easily) and help them learn English in the next grade (high school) or college. To be able to communicate with people from other countries. Previously, there were already some researches about vocabulary mastery, one of them is Teaching Students' Vocabulary Mastery Using Picture Media for Fourth-Grade of Elementary School, conducted by Wentika Sari (2016) at SDN 66 of Bengkulu City. The research was classroom action research. The subject of this research were 30 students, consisted of 16 males and 14 females. The instruments of this research were vocabulary assessment, observation sheet, field notes and documentation. The research was conducted in three cycles. The result of this research showed that the students' vocabulary mastery improved in every cycles. In the pre-assessment, the students' mean score was 48,76. In cycle I, the students' mean score was 58,53, cycle II, the mean score of students was 68,9 and score the mean of student's cycle III was 79,33. It can be concluded that teaching vocabulary using picture media can improve students' vocabulary mastery. This research is different from the previous research. The previous research, the researcher aimed to improve students' vocabulary mastery using picture media, design method uses classroom action research. While this research is aimed to find out what analysis of vocabulary mastery of 4th grade taught by non-English education graduate teacher, and design method uses qualitative research. In this research aims to describe of vocabulary mastery analysis of 4th grade elementary students taught by non-English education graduate teacher at UPT SDN 1 Tanjung Anom.

II. METHODS

This study used descriptive qualitative which is included in the type of qualitative research. Neergard & Ulhøi in Yuniarti (2022:118), qualitative research is defined as research focused on understanding a particular phenomenon or person in a naturalistic environment or everyday life. Rather than gathering data to analyze models, hypotheses, or theories, qualitative researchers develop concepts, ideas, thoughts, and understandings from patterns in the data, he explained. In this research, data were obtained through questionnaires, interview, and observation. Data was taken on Tuesday 29th November 2022 at UPT SDN 1 Tanjung Anom. The respondents were 4th grade students and English teacher in UPT SDN 1 Tanjung Anom.

There were 23 students. The researchers used Yes-No questionnaire for the students, face-to-face interview with English teacher, and direct learning class observation. The students were given questionnaire papers. The English teachers were interviewed directly. In this study, the researcher used the technique of data analysis based on Miles and Huberman (1994) which is involving three steps: data reduction, data display, and conclusion drawing/verification. The results of questionnaire data processing were often presented in descriptive form.

III. RESULT AND DISCUSSION

To find out how the English subject is implemented at UPT SDN 1 Tanjung Anom, the following will describe the result of interview, questionnaire and class observation carried out during the research stages conducted by researchers.

a. Result of Interview

Researcher   : *Izin bertanya bu, latar belakang Pendidikan ibu apa ya bu?*

Teacher   : *Kalau ibu aslinya S1-Pendidikan Biologi. 2014 ibu lulus di UIN Raden Intan Lampung, ibu melamar kerja sana-sini. 2015 nikah dan ikut suami akhirnya ngajar disini. Pertama ibu mengajar disini mengajar Agama Islam selama setahun setengah. Kemudian ada ibu Yusri pindah, akhirnya ibu jadi guru Bahasa Inggris sampai sekarang. Ibu sendiri masih belajar lagi, dulu di SMA tidak terlalu suka Bahasa Inggris, sekarang mengajar Bahasa Inggris. Belum terlalu mahir tapi ya dijalani saja.*

Researcher   : *Berapa lama ibu mengajar Bahasa Inggris di SD, bu?*

Teacher   : *Sekitar 4 tahun, dari 2018 sampai sekarang.*

From the results of the interviews that have been conducted, it can be described that teachers who teach English at UPT SD Negeri 1 Tanjung Anom are not graduates from the English Education Department. This means that the teacher does not have adequate academic qualifications to teach students to meet the standards. The teacher teaches while studying the English material that will be taught. More detailed information about this was obtained from the following interview results:

Researcher   :   *Materi pelajaran yang ibu ambil darimana ya bu?*

Teacher   :   *Dari internet dan kamus Bahasa Inggris. Bukunya hanya buku kamus Bahasa Inggris, karena disini belum ada buku Bahasa Inggrisnya.*

Researcher   :   *Pengetahuan Bahasa Inggris yang ibu peroleh darimana ya bu?*

Teacher   :   *Dari Hp, dari buku. Ibu juga disini sama-sama belajar, kalau SD itu kan biasanya guru kelas yang mengajar, karena guru kelasnya banyak jadi yang di ambil untuk jadi guru olahraga, guru Bahasa Lampung.*

□   43

Researcher	:	*Pengetahuan tentang ilmu pendidikan/pengajaran yang ibu peroleh darimana ya bu?*
Teacher	:	*Dari Hp, dari buku. Kalau kelas VI ibu sudah ada buku pegangan sendiri seperti buku erlangga. Disini bukunya belum ada sama sekali, yang ada itu buku Bahasa Lampung. Kamus Bahasa Lampung sampai banyak. Karena masih SD mba, karena SD itu masih belum diwajibkan oleh pemerintah, masih dasarnya sekali kalau di SD itu. Kalau kelas VI itu sedikit-sedikit kenal "how are you?" sudah tau bagaimana responnya. Seperti kata guru Bahasa Inggrisnya apa, mereka sudah tahu. Yang ada di kamus mereka pelajari, kalau sudah di tulis, mereka hafalkan. Paling banyak 10 kata yang di hafal. Paling sedikit 5 kata yang di hafal, dan begitu seterusnya setiap pertemuan.*

From the interview excerpt above, it can be concluded that the English subject matter was taken from the internet and English dictionaries, because UPT SDN 1 Tanjung Anom does not yet have English language textbooks in schools. Schools should already have textbooks, but UPT SDN 1 Tanjung Anom does not yet have textbooks. So that the facilities obtained by students for learning are limited. Then, teacher who teaches English subjects also still learns English before teaching their students. The next interview question relates to the curriculum used.

Researcher	:	*Apakah disini sudah menerapkan kurikulum merdeka atau belum bu?*
Teacher	:	*Sudah, disini menggunakan merdeka belajar guru-gurunya.*
Researcher	:	*Ibu mengajar Bahasa Inggris ini berdasarkan kurikulum atau tidak bu?*
Teacher	:	*Melihat dari silabus dan RPP yang ada di internet, apa saja materi-materinya semester ganjil, semester genap.*
Researcher	:	*Apakah ada silabus atau RPP Bahasa Inggris yang ibu buat bu?*
Teacher	:	*Ada, tapi baru kelas VI yang sudah di print. Kalau kelas lain belum. Adapun RPP yang ibu buat ini dari internet lalu ibu edit.*

From the results of the interview points above, it can be described that the instrument used are the syllabus and lesson plans obtained from the internet and then edited. However, in reality when learning in class, the teacher only uses the English dictionary. The next interview questions are about methods, media and situations when learning in class.

Researcher	:	*Apa saja metode pembelajaran yang ibu gunakan?*
Teacher	:	*Ya metode ceramah. Kalau ibu mau makai proyektor bisa cuman ya belum digunakan, mungkin di semester dua nanti. Kemarin karena kelasnya*

		yang tidak memungkinkan, papan tulisnya juga di pakai kegiatan pramuka.
Researcher	:	*Apa saja media pembelajaran yang ibu gunakan?*
Teacher	:	*Ya buku, masih buku saja. Kemarin kelas VI, kelas III sudah ibu suruh nulis nama-nama hari di papan tulis. Kalau kelas IV juga tetapi belum selesai. Ibu juga sama-sama belajar.*
Researcher	:	*Materi apa saja yang ibu ajarkan dalam pembelajaran Bahasa Inggris di kelas IV ini, bu?*
Teacher	:	*Membaca, menulis. Menulisnya mereka juga masih susah. Seperti kata teacher, mereka menulisnya hanya teach. Kekurangannya masih pada menulisnya dan membacanya. dan masih dasar-dasar pengenalan contohnya (I, you).*
Researcher	:	*Apakah ibu mengalami kendala saat mengajar bu?*
Teacher	:	*Karena bukan bidangnya jadi belajar lagi, paling buku kamus itu karena tidak ada buku pegangan. Jikalau ingin mencari buku, ibu tidak punya kenalan. Mungkin kendalanya dari mereka ada yang belum mempunyai buku kamus Bahasa Inggris itu.*
Researcher	:	*Bagaimana respon siswa saat pemmbelajaran berlangsung, bu?*
Teacher	:	*Baik, mereka menerima kalau suruh nulis mereka nulis. Lalu kalau disuruh hafalan, mereka hafalan.*
Researcher	:	*Bagaimana antusiasme mereka bu? Apakah mereka antusias dalam belajar?*
Teacher	:	*Ada, mereka antusias. Mungkin ada beberapa siswa yang kurang antusias, kalau disuruh tidak mau, mungkin dari anaknya sendiri.*
Researcher	:	*Baik, terimakasih bu atas informasinya.*

From the interview fragment above, it can be described that the learning method used is the lecture method. The learning media used is an English dictionary book. The material taught is writing and reading. The obstacle experienced by teachers who teach English is that the teacher finds it difficult when teaching English because they are not from their major, and the learning facilities are still limited, there are no textbooks in schools. Then the response or condition of students when learning English in class is that they are enthusiastic when learning.

b. Result of Questionnaire

Table 1 Students' Learning Activities in Class

No.	Statement	Indicators	
		Yes	**No**
1	Materi pelajaran bahasa Inggris yang disampaikan oleh guru mudah dipahami.	21	2
2	Pembelajaran bahasa Inggris yang disampaikan oleh guru menyenangkan.	20	3
3	Pembelajaran bahasa Inggris yang disertai dengan nyanyian menyenangkan.	19	4
4	Pembelajaran bahasa Inggris yang disertai dengan game/permainan menyenangkan.	10	13
5	Jika ada materi yang kurang jelas, saya menanyakannya kepada guru.	23	0

The table above shows students' learning activities in class. The first statement "Materi pelajaran bahasa Inggris yang disampaikan oleh guru mudah dipahami.", 21 students answered 'yes', 2 students answered 'no'. Based on those answers, it shows that the most students can easily understand the materials delivered by the teacher. The second statement "Pembelajaran bahasa Inggris yang disampaikan oleh guru menyenangkan.", 20 students answered 'yes', 3 students answered 'no'. Based on those answers, it shows that the most students can enjoy learning English delivered by the teacher. The third statement "Pembelajaran bahasa Inggris yang disertai dengan nyanyian menyenangkan.", 19 students answered 'yes', 4 students answered 'no'. Based on those answers, it shows that the most students can enjoy learning English with song. The fourth statement "Pembelajaran bahasa Inggris yang disertai dengan game/permainan menyenangkan.", 10 students answered 'yes', 13 answered 'no'. Based on those answers, it shows that the most students dislike learning English with game. The fifth statement "Jika ada materi yang kurang jelas, saya menanyakannya kepada guru.", all students answeres 'yes'. Based on those answers, it shows that all students who do not understand the material presented, will ask it to the teacher.

Table 2 Students' Preferences in Learning English

No.	Statement	Indicators	
		Yes	**No**
1	Saya suka mendengarkan lagu-lagu bahasa Inggris.	21	2
2	Saya suka membaca bacaan-bacaan dalam bahasa Inggris.	23	0
3	Saya suka berbicara dalam bahasa Inggris.	13	10
4	Saya suka menulis dalam bahasa Inggris.	18	5
5	Saya suka mata pelajaran bahasa Inggris.	22	1
6	Saya lebih suka belajar Bahasa Inggris dengan cara mendengar saja.	14	9
7	Saya lebih suka belajar Bahasa Inggris dengan cara mendengar sambil melihat.	17	6

8	Saya lebih suka belajar Bahasa Inggris dengan menggunakan media yang bisa dikendalikan seperti boneka, gambar/wayang, dll.	10	13
9	Saya lebih suka belajar Bahasa Inggris yang disertai contoh.	18	5

The table above shows students preferences in learning English. The first statement "Saya suka mendengarkan lagu-lagu bahasa Inggris.", 21 students answered 'yes' and 2 students answered 'no'. Based on those answers, it shows that most of the students love to listen to English songs. The second statement "Saya suka membaca bacaan-bacaan dalam bahasa Inggris.", all of the students answered 'yes'. Based on those answers, it shows that all of the students like to read English literatures. The third statement "Saya suka berbicara dalam bahasa Inggris.", 13 students answered 'yes' and 10 students answered 'no'. Based on those answers, it shows that half of the students like to speak English, but more likes than the dislikes. The fourth statement "Saya suka menulis dalam bahasa Inggris.", 18 students answered 'yes' and 5 students answered 'no'. Based on those answers, it shows that most of the student's delight in writing in English. The fifth statement "Saya suka mata pelajaran bahasa Inggris.", 22 students answered 'yes' and 1 student answered 'no'. Based on those answers, it shows that almost all of the students have passion for learning English but 1. The sixth statement "Saya lebih suka belajar Bahasa Inggris dengan cara mendengar saja.", 14 students answered 'yes' and 9 students answered 'no'. Based on those answers, it shows that most of the students prefer to learn English by listening or using audio. The seventh statement "Saya lebih suka belajar Bahasa Inggris dengan cara mendengar sambil melihat.", 17 students answered 'yes' and 6 students answered 'no'. Based on those answers, it shows that most of the students enjoy greatly to learn English by audio-visual learning style. The eighth statement "Saya lebih suka belajar Bahasa Inggris dengan menggunakan media yang bisa dikendalikan seperti boneka, gambar/wayang, dll.", 10 students answered 'yes' and 13 students answered 'no'. Based on those answers, it shows that most of the students dislike the learning medias that can be controlled. The ninth statement "Saya lebih suka belajar Bahasa Inggris yang disertai contoh.", 18 students answered 'yes' and 5 students answered 'no'. Based on those answers, it shows that majority of the students derive great pleasure from learning English with examples.

Table 3 Students' Difficulties in Learning English

No.	Statement	Indicators	
		Yes	No
1	Saya kesulitan mendengarkan kata berbahasa Inggris.	10	13
2	Saya kesulitan membaca tulisan berbahasa Inggris.	6	17
3	Saya kesulitan menulis kata berbahasa Inggris.	9	14
4	Saya kesulitan berbicara menggunakan Bahasa Inggris.	11	12
5	Saya kesulitan mengucapkan kata berbahasa Inggris.	7	16
6	Saya kesulitan mengeja huruf berbahasa Inggris.	7	16

The table above shows students' difficulties in learning English. The first statement "Saya kesulitan mendengarkan kata berbahasa Inggris.", 10 students answered 'yes', 13 students answered 'no'. It shows almost some students have difficulty in listening to English words. The second statement "Saya kesulitan membaca tulisan berbahasa Inggris.", 6 students answered

'yes', 17 students answered 'no'. It shows that to read English words only 6 out of 23 students had difficulty. The third statement "Saya kesulitan menulis kata berbahasa Inggris.", It shows that in terms of writing 9 students who experienced learning difficulties. The fourth statement "Saya kesulitan berbicara menggunakan Bahasa Inggris.", it shows for speaking 11 students had difficulty and the other 12 students had no difficulty. The fifth statement "Saya kesulitan mengucapkan kata berbahasa Inggris.", it shows that pronunciation 7 students experienced difficulties in learning. The sixth statement "Saya kesulitan mengeja huruf berbahasa Inggris.", it shows that spelling of letters only 7 students experienced difficulties in learning.

Table 4 Students' Eagerness in Learning English

No.	Statement	Indicators	
		Yes	No
1	Jika diberi tugas bahasa Inggris, saya mengerjakannya dengan sungguh-sungguh.	23	0
2	Saya ingin mampu menguasai bahasa Inggris.	18	5
3	Saya lebih suka belajar Bahasa Inggris.	12	11

The table above shows students Eagerness in learning English. The first statement " Jika diberi tugas bahasa Inggris, saya mengerjakannya dengan sungguh-sungguh." 23 students or all students answered 'yes' and no one answered 'no'. It means that all students were given English assignments and they did everything. Then the second statement " Saya ingin mampu menguasai bahasa Inggris.", 18 students answered 'yes', 5 students answered 'no'. Based on those answers, it shows that the boarding students want to be able to master English or have a willingness to learn it. And the third or last statement in this table " Saya lebih suka belajar Bahasa Inggris." 12 students answered 'yes' and 11 students answered 'no'. It shows some of them like learning English and dislike learning English.

c. Result of Observation

English for young learners, especially in grade IV, they should be able to recognize basic vocabulary. The researcher wants to see how the fourth-grade students' vocabulary in the school is. Many problems were found, among others: when the teacher gave an evaluation of writing the names of the days in English randomly, the children still had difficulty writing the vocabulary of the names of the days. The second problem is that teachers who teach English are not graduates of English.

In learning English in elementary school, a systematic grouping of material has been arranged for students. But the main obstacle faced is the lack of vocabulary skills. At UPT SDN 1 Tanjung Anom, students only master a little vocabulary. From the lack of vocabulary mastered by students, there are many things that are indicated, among others, students who have difficulty in learning, lack of communication between teachers, and the lack of use of English in everyday life or English is still unfamiliar to use. In fact, if you want to be able to use English well, try to use it every day, even if only a few vocabulary words can help you master English. So, to be able to master vocabulary is very important to support English language skills.

The lack of students' ability in vocabulary makes learning English a little hampered, almost all classes experience the same thing in terms of weak mastery of vocabulary. However,

especially in grade IV, vocabulary mastery is lower than the others. In mastering vocabulary in each theme, the teacher sets a minimum standard of ten mastered vocabulary. But in fact, there are still many students who do not master the ten vocabularies. Most of the difficulties in pronunciation and writing.

In carrying out the English learning process, based on observations, researchers found that students at UPT SDN 1 Tanjung Anom, especially grade IV, as many as 21 out of 23 students experienced difficulties in achieving a learning indicator due to inadequate students' mastery of English vocabulary. Students' ability to study English is caused by various factors. One of the factors is that there is no textbook for learning resources. Then other factors such as learning facilities, teacher abilities, low average student abilities, and often English is still considered too difficult.

Vocabulary as one of the English learning materials in elementary schools occupies a very important role as a basis for students' vocabulary mastery. The more vocabulary students have, the greater their language skills. This, of course, can be understood that the quality and quantity of vocabulary or vocabulary owned by students will help these students absorb various information conveyed by teachers or information from various other learning sources. Good vocabulary mastery greatly affects students' ability to communicate, both orally and in writing. This is because when in the field there are still many students who experience difficulties in learning English, especially in vocabulary.

IV. SUGGESTION AND CONCLUSION

From the explanation above, it can be understood that innovative learning is a learning strategy that is different from conventional learning. The most prominent thing that distinguishes the two is that conventional learning is teacher-centered, while innovative learning is student-centered. Therefore, in innovative learning, students are expected to be directly involved in building their knowledge. In addition, through innovative learning, students are also expected to be able to master the skills needed to be able to compete in the global world, such as critical thinking skills, creative and innovative thinking skills, communication skills, and collaboration skills. Therefore, innovative learning Strategies such as cooperative learning, problem-based learning, and project-based learning are directed to achieve these skills. Likewise, the assessment process is also directed to assess students' abilities in implementing the knowledge gained in real contexts in everyday life. Thus, the assessment process is carried out with authentic assessment.

This study is still limited to a literature review aimed at explaining innovative learning strategies in the context of learning English as a foreign language. For this reason, further research is still needed, especially to examine how successful and what obstacles are experienced in implementing innovative learning in the context of learning English as a foreign language in Indonesia.

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