

**THE E-VOCABULARY TEACHING AND LEARNING TO THE
FOURTH-GRADE STUDENTS**

A Case Study at Sdit Permata Bangsa Jatinom Klaten

in academic year of 2022/2023

THESIS

Presented as a Partial Fulfillment of the Requirements for the Magister Degree of
Language Education Programme



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WIDYA DHARMA KLATEN UNIVERSITY**

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FOURTH-GRADE STUDENTS**

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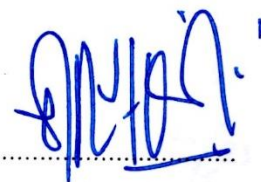
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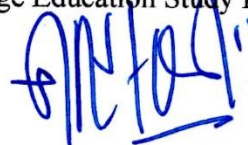
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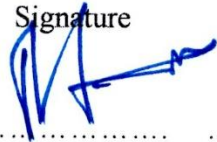



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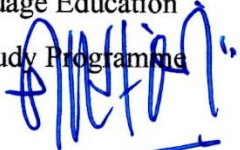
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DEDICATION

This Final Thesis is sincerely dedicated to the following:

Allah SWT, for giving me your endless blessing and grace.

My beloved husband for always supporting my dreams.

The late father goes as far as the distance I can't keep up. I missed it.

My sons, Azzaam and Mateen

My precious lecture at Widya Dharma University of Klaten

The big family of SDIT Permata Bangsa

MOTTO

Fa Inna ma 'al 'sure Yusra, Inna ma 'al 'usri Yusra.

Because after the difficulty, there is ease, after that difficulty, there is ease.

(Qs. Al-Insyirah 94: 5-6)

Don't be weak, and don't be sad.

(Qs. An-Nahl: 127)

*Do not discourage you; I have never been silent about hated things, such as
those with little enthusiasm.*

(Ummar Bin Khattab)

Work hard in silence. Let success make the noise.

(The researchers)

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Klaten, August 2023

Dinar Saraswati

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ABSTRACT

Dinar Saraswati, NIM 198110009. E-Vocabulary Teaching and Learning to The Fourth Grade Students (Case Study at SDIT Permata Bangsa Jatinom Klaten Academic Year 2022/2023). Thesis. Magister of Language Education Study Program, Teacher Training and Education Faculty, Widya Dharma Klaten University, 2023.

This study aims to: 1) Describe how vocabulary learning is adjusted through e-learning to grade IV students of SDIT Permata Bangsa Jatinom Klaten. 2) To explain why vocabulary learning through e-learning to grade IV students of SDIT Permata Bangsa Jatinom Klaten is carried out as observed.

This research is in the form of a case study. The object of the study is online vocabulary learning for grade IV students of SDIT Permata Bangsa for the 2022/2023 school year. Data sources in this study are informants, events, and documents. Questionnaires, interviews, and document analysis are used as techniques for collecting data. Triangulation and member checking are performed to increase data trust. The data was analysed using Miles, Huberman, and Saldana's model analysis i.e., data condensation, data display, and conclusion drawing and verification.

The results of this study show that: 1) The teaching and learning process can run with flexible time for those who are reached by internet networks, economic conditions and gadget ownership; 2) The process, learning and assessment of the components of the syllabus, strategies, methods and design of online learning are adjusted to the 2013 curriculum RPP prepared by the teacher; 3) Obstacles that occur in online learning are classroom conditioning, rapid loss of concentration of language absorption, geographical conditions where students live, piling up assignments, and difficulties in assessment; 4) Zoom meeting, video conference, WhatsApp, Google Classroom is a solution to apply mind mapping that can help remember, spell, pronunciation, google form assignments, skill assessment with a portfolio based on honesty principles

The results of this study are expected to explain the implementation of e-vocabulary learning along with the obstacles experienced by teachers and students in learning. Teachers can maximize the use of mobile technology and the internet, especially in Zoom meeting applications, video conferencing and WhatsApp groups. Students can foster an interest in learning independently and can apply the virtual meeting method in mastering vocabulary and schools can provide input in efforts to improve the quality of education related to the use of technology and the internet.

Keywords: *online vocabulary, English learning and learning, Elementary School*

ABSTRAK

Dinar Saraswati, NIM 198110009. E-Vocabulary Teaching and Learning to The Fourth Grade Students (Case Study at SDIT Permata Bangsa Jatinom Klaten Academic Year 2022/2023). Tesis. Program Magister Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Widya Dharma Klaten, 2023.

Penelitian ini bertujuan untuk: 1) Meneliti dan mendeskripsikan bagaimana pembelajaran kosakata disesuaikan melalui e-learning kepada siswa kelas IV SDIT Permata Bangsa Jatinom Klaten. 2) Untuk menjelaskan mengapa pembelajaran kosakata melalui e-learning kepada siswa kelas IV SDIT Permata Bangsa Jatinom Klaten dilakukan seperti yang diamati.

Penelitian ini berupa studi kasus. Objek penelitian adalah pembelajaran daring kosakata bagi siswa kelas IV SDIT Permata Bangsa tahun ajaran 2022/2023. Sumber data dalam penelitian ini adalah informan, peristiwa dan dokumen. Kuesioner, wawancara dan analisis dokumen digunakan sebagai teknik untuk mengumpulkan data. Triangulasi dan pengecekan anggota dilakukan untuk meningkatkan kepercayaan data. Data dianalisis menggunakan analisis model Miles, Huberman dan Saldana yaitu, kondensasi data, tampilan data, dan penarikan kesimpulan dan verifikasi.

Hasil penelitian ini menunjukkan bahwa: 1) Proses belajar mengajar dapat berjalan dengan waktu yang fleksibel bagi mereka yang terjangkau oleh jaringan internet, kondisi ekonomi dan kepemilikan gadget; 2) Proses, pembelajaran dan penilaian komponen-komponen silabus, strategi, metode dan desain pembelajaran daring disesuaikan dengan RPP kurikulum 2013 yang disiapkan guru; 3) Kendala yang terjadi dalam pembelajaran daring adalah pengkondisian kelas, cepat hilangnya konsentrasi serapan bahasa, kondisi geografis tempat tinggal siswa, tugas yang menumpuk, dan kesulitan dalam penilaian; 4) Zoom meeting, video conference, WhatsApp, Google Classroom adalah solusi untuk menerapkan pemetaan pikiran yang dapat membantu mengingat, mengeja, pengucapan, tugas google form, penilaian ketrampilan dengan portfolio berbasis prinsip kejujuran

Hasil penelitian ini diharapkan dapat memberikan penjelasan dalam pelaksanaan pembelajaran e-kosakata beserta kendala yang dialami guru dan siswa dalam pembelajaran. Guru dapat memaksimalkan penggunaan teknologi mobile dan internet, terutama pada aplikasi zoom meeting, video conference dan grup WhatsApp. Siswa dapat menumbuhkan minat belajar secara mandiri dan mampu menerapkan metode virtual meeting dalam penguasaan kosakata dan sekolah mampu memberikan masukan dalam upaya peningkatan mutu pendidikan terkait pemanfaatan teknologi dan internet.

Kata kunci: kosakata daring, belajar dan pembelajaran bahasa Inggris, Sekolah Dasar

CHAPTER I

INTRODUCTION

A. Background of the Study

The Covid-19 pandemic has had a tremendous impact, especially at SDIT Permata Bangsa Jatinom Klaten, which closed around mid-March. The significant impact sustainability of education caused by the Covid-19 pandemic is the short-term impact, which is felt by many families in Indonesia, both in cities and in villages. In Indonesia, the family are not familiar with doing school at home. School at home for families in Indonesia is a major surprise, especially for the productivity of parents who are usually busy with work outside the home. Likewise, the psychological problems of students are accustomed to learning face-to-face with their teachers and friends. And all elements of education in social life are exposed to illness due to Covid-19.

Implementation of teaching and learning must take place online. This process runs on a scale that has never been measured and tested because it has never happened before. It is not overlooked that the children of students in remote villages become completely confused because the information technology infrastructure is minimal. Student assessments have also turned online, many have experimented with an unpredictable system, and many have been cancelled. A learning system that integrates an internet connection with the teaching and learning process is an online or virtual learning system (Bentley, Selassie,

Shushi, 2012 E-learning is still considered a breakthrough or a new paradigm in teaching and learning activities in the process of teaching-learning activities because teachers and students do not need to attend classrooms. They only rely on an internet connection to carry out learning activities, and the process can be done from far away. Because of the ease and practicality of the virtual or online learning system, it is no wonder that many institutions use online lectures. Thus, online learning can be done from wherever teachers and students are. But the question is whether learning activities in online education have the same nuances or at least are close to learning activities in face-to-face learning.

There are several problems faced in e-learning: teaching materials, learning interactions, and the learning environment (Fortune, Spielman, & Pangelinan, 2011) and (Roberts & McInnerney, 2007). Are the teaching materials used in online learning according to the needs of students? Are the instructions in the teaching materials used in online learning easy to understand by students? And so on. Learning interactions also play an essential role in the teaching-learning process. ((Su, Bonk, Magjuka, Liu, & Lee, 2005)) Explains that it has a vital role in the learning process to 3 build good relationships between students and between students and teachers. Based on this explanation, it is known that learning interactions are significant to be built into the learning process. But the question is whether learning interactions have been built into online learning to support learning activities. For example, in face-to-face learning, if a student does not understand something in education, they can directly ask other students about it, and the teacher will immediately get an explanation from them.

The learning interaction process must be maintained to help students in the learning process. The learning process in schools is the best public policy tool to increase knowledge and abilities. In addition, many students think that school is an enjoyable activity; they can interact with each other. Schools can increase the social skills and social class awareness of students. Overall, school is a medium of interaction between students and teachers to improve intelligence skills and a sense of affection between them. However, now the activity called school stopped suddenly because of the Covid-19 pandemic.

The similarity of the situation between Indonesia and other countries must be addressed with care. The Ministry of Education, under Minister Nadiem Makarim, said the spirit of increasing productivity for students was to increase job opportunities when they graduated from school. However, with the sudden arrival of the Covid-19 pandemic, the education sector in Indonesia needs to follow the path if it can help school conditions in an emergency.

Problems in learning are the most crucial instrument to educate the nation's life, as the most critical system in the world of education. Hence, teachers and students interact in an effective learning environment. Learning can be done with the assistance of educators to transmit knowledge to learners. Therefore, simple learning can be interpreted as an enlightenment process by teachers to help students learn and learn the learning provided.

With these issues brought by the effects of COVID-19 that have affected people worldwide, the learning paradigm appears to have become a classic. Novel corona

disease virus found in Wuhan, Hubei China in 2019 (Ilmiyah, Hui. Et.al, 2020). Who also declared a health emergency on January 30, 2020. The Covid-19 crisis has changed the paradigm of education and learning. This pandemic came suddenly and created a problem in all aspects, including implementing learning. The government issued a circular on March 18, 2020, not to hold activities indoors and outdoors to reduce the impact of a significant increase in covid-19 in the continuation of the death toll. Ministry of Education and Culture No. 4 of 2020 on March 24, 2020, that learning is carried out at home and learning is focused on life skills during the covid-19 period through distance learning and strengthened by SE No. 15 of 2020 on guidelines for organizing education from home during the spread of coronavirus disease (covid-19).

Problems in adaptive learning are of concern to the government to prioritize the safety and health of students, educators, and education personnel, as well as families and communities. Areas with yellow and orange zones are not allowed to do face-to-face learning. On-site learning turns online; face-to-face learning becomes screen-to-screen. Online learning is a problem for educators to prepare RPP, learning media, and learning assessments. The effectiveness of this learning is not equivalent to direct learning, encouraging the new normal as a new culture to stay coexistence with covid-19 and promote the world of education toward information technology.

The curriculum that has been changed to improve the quality of education is inseparable from English lessons in elementary schools. The position of English as a local content at the primary school level becomes one of the learnings that is quite difficult for students and teachers to transfer vocabulary learning. Vocabulary plays a

vital role in language learning. Vocabulary also includes essential skills for learning to read, speak, write, and listen. Insufficient vocabulary mastery is unable to communicate verbally and in Vocabulary effectively. The more the term master vocabulary, the more it can speak, read, write, and listen. The low literacy in English reading interest causes obstacles in vocabulary learning. The feeling of laziness caused by the absence of channellings creativity outside class hours makes students reluctant to learn vocabulary. Good grammar is not a mainstay in vocabulary mastery, while online learning purely refers to electronic media. Many teachers only give a few tasks without a more detailed explanation, so many complaints lead to stress against parents' background as role models in the limitations of English learning. The lack of learning strategies carried out by teachers who still prioritize textual learning makes vocabulary learning unpleasant, so it is less motivating for students to improve their mastery of English vocabulary. Related to the change in time, place, and learning media during covid-19, the certainty of the school's online management system is also inadequate. Hence, teachers only give assignments through the WhatsApp application. Students send photos of the terms the teacher gave, so the teacher has difficulty transferring pronunciation, spelling, grammar, and meaning.

According to Mohammadi (2010), the intentional use of network information and communication technologies in teaching and learning is known as online learning. Described as e-learning: electronic systems 1 2, such as the internet, computers, and multimedia CDs, are used. Their goal is to reduce the number of expenses and going and comings. Sharples et al. (2007), phones are used as a

feature: tool because educators and students access resources, and another feature; e-learning is less obstructive than other types of technology-enabled learning because it can be done outside of class hours at any time.

Ho (2011), cited in Mbukosa (Vol 7, No. 2; 2018), states that WhatsApp (“WhatsApp Message”) is a free synchronous messaging application that can be used to send and receive instant messages between individuals and in groups. WhatsApp is a cross-platform social networking and social media program that runs primarily on smartphones and android tablets. Facebook, WhatsApp, Line, and Twitter offer scenarios, for example, providing strategies for learning outside the classroom. Students may develop their communication skills using WhatsApp on their smartphones to discuss and exchange information (Ecchheverria, Claderon, Nussbaum, infant & bravo, 2011, cited in Mbukosa, Vol. 7 (2), 2018).

Based on the phenomenon and situation of the background context of the problem, this research tries to provide solutions to vocabulary learning in the fourth grade at SDIT Permata Bangsa Jatinom Klaten. The first consideration, integration of balance towards life skills learning in the formation of personality and social skills, and second as a standard of progress in learning models in developing student character, are three problems with online learning vocabulary teaching in fourth grade at SDIT Permata Bangsa Jatinom Klaten.

B. Identification of the Problem

Based on observations and initial interviews at SDIT Permata Bangsa Jatinom Klaten, this study found several problems in vocabulary learning in fourth grade; several factors influence this:

Teachers, students, and parents encountered difficulties learning through e-vocabulary learning due to a lack of experience in changing learning patterns.

Learning is still textual and academic, so the direction in forming life skills education balance to build students' character during covid-19 is still neglected.

A lack of teacher strategies is unpleasant in learning vocabulary in this crisis mass.

C. Limitation of the Problem

Based on identifying the problem above, this research will only limit the problem to be more focused and optimal in teaching vocabulary through e-learning to the fourth-grade student in SDIT Permata Bangsa Jatinom Klaten in the Academic year 2022/2023.

D. Problem Statement

This research is formulated as the following statement:

1. How is e-vocabulary teaching and learning in the fourth grade of SDIT Permata Bangsa Jatinom Klaten?
2. Why is e-vocabulary teaching and learning in the fourth grade of SDIT Permata Bangsa Jatinom Klaten conducted as observed?

E. The Objective of the Study

Based on the problem statement in the research, this objectives study is to:

1. To investigate and describe how the environment e-vocabulary teaching and learning to fourth-grade students in SDIT Permata Bangsa Jatinom Klaten.
2. To explain why vocabulary learning through e-vocabulary teaching and learning to the fourth-grade students in SDIT Permata Bangsa Jatinom Klaten is conducted as observed.

F. Significance of the Study

1. Theoretical Benefit

This research provides good information about teaching vocabulary through e-vocabulary teaching and learning to fourth-grade students in SDIT Permata Bangsa Jatinom Klaten. And also, this study can provide a clear picture for further research in the same case so that this research becomes a reference and reference.

2. Practical Benefit

a. For English teacher

This research is expected to benefit classroom and English teachers in applying approaches and learning models to develop a better curriculum.

b. For students

In vocabulary learning, students are expected to have fun and be able to develop life skills and their character.

c. For the researchers

This study may be a reference for all. It also can be a stepping point for other researchers.

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

This chapter is about the conclusion, implication, and recommendation. It is divided into three sections; the first section presents the conclusion which is derived from findings from the discussion presented in the previous chapter. The second section is the implication towards the activity of e-teaching and learning, and the third section's suggestion proceeds with recommendations.

A. Conclusion

Based on the results of research and discussion about e-vocabulary teaching and learning in fourth grade (A case study at SDIT Permata Bangsa Jatinom in the academic year of 2022/2023) it can be concluded as follows:

1. Before teaching and learning the e-vocabulary of the fourth-grade student at SDIT Permata Bangsa, the role of teachers is needed. Teachers have prepared lesson plans that are adapted to the 2013 curriculum, it can be seen in the first step in preparing the syllabus. The existing syllabus is modified and then pays attention to the components of the mapped syllabus, competency standards and basic competencies, learning materials tailored to competencies, designing learning activities, and determining the objectives of achievement indicators. In addition, the role of the teacher also determines teaching strategies and methods. The learning strategies and methods used are learning approaches with mind mapping. Online learning is indeed the only choice that teachers make so that learning

continues, The learning design is used by teachers using the Zoom meeting application, Google Classroom, WhatsApp group, and video conferences. The forms of media used are text, images, video, audio, simulations, and quizzes. For learning to be interesting, students are given direction in understanding technology and health during covid-19 which affects student learning that the presence of covid-19 gives rise to new technological breakthroughs. Regarding the assessment evaluation used in the fourth grade of SDIT Permata Bangsa, for English subjects follow an integrated authentic assessment. Teachers do this so that students can solve problems on their own and consult various difficulties. However, teachers and students experience obstacles in online learning, namely: difficulty in developing learning indicators, difficulty in developing learning indicators, Lesson plan completion time being too short, KKM demands being too high, and Difficulty in developing authentic assessments in preparing lesson plans. Difficulties faced by many students because online learning is considered less effective because learning is carried out only temporarily and not permanently due to the constraints of its application, many disturbances in the ownership of gadgets that are closely related to economic conditions, the lack of internet networks, the lack of knowledge about the technology used when learning online, thus making some parents have to wait for the child's learning process while at home. So, this learning is less than optimal.

2. Based on the phenomenon that occurred in research at SDIT Permata Bangsa, in general, learning runs smoothly, teachers have carried out planning, learning, and assessment in learning, but indeed still encounter several obstacles in its implementation, such as teachers having difficulty in conditioning classes, unstable networks considering online learning is one solution in the school so that interaction between teachers and students does not stop and catch up Learning lag that must be completed in one year. The phenomenon of teacher competence in preparing complete lesson plans, for teachers of English subjects, have mastered information technology and introduced and used digital applications such as Zoom meetings, Google Classrooms, WhatsApp groups, and video conferences in compiling learning systems, syllabi, and digital learning pattern methods. The lesson plan component is packaged in one meeting containing competency standards and learning achievement indicators that have been delivered during the online learning schedule. In the material component in the lesson plan, the teacher has also arranged as well as possible so that the tasks given after learning is over are not burdensome for students, the choice of tasks given to develop students' skills in mastering vocabulary with mind mapping strategies, students are directed to identify all parts and functions of their limbs, then learn vocabulary with interesting pictures/branches, memorizing while drawing can create learning is fun by balancing between the right brain and the left brain. The evaluation assessment used in online learning is based on the 2013

curriculum, namely spiritual attitude assessment, social attitude assessment, and knowledge and skills assessment. However, because learning is carried out online, learning assessments are automatically carried out online as well. Spiritual attitude assessments are seen during online class observations of student attendance, knowledge assessments are seen on tests on Google form links, and skill assessments are seen on vocabulary mastery in writing, reading, and speaking activities Based on assignments collected with mutually agreed application media agreements. However, problems occur when the grades obtained by students increase significantly, this is because the workload received by students gets help from parents/tutoring places. So, teachers use a portfolio assessment strategy by looking at the results of students' hard work, by emphasizing the principle of honesty, meaning that self-written assignments get appreciation from teachers even though they are assisted by parents. Process-based assessments are not numbers.

B. Implication

Based on the research that has been done, the results of this study explain implementing e-vocabulary teaching and learning along with the obstacles that follow teachers and students in learning. For teachers, this research is expected to be able to support and increase student creativity to maximize the use of mobile technology and the internet, especially in Zoom meeting applications, video conferencing and WhatsApp groups. Then for students, this research is expected to foster an interest in learning

independently and be able to apply the virtual meeting method in mastering vocabulary. It is expected that schools will be able to provide input in efforts to improve the quality of education related to the use of technology and the Internet.

C. Recommendation

Based on the findings of research results on e-vocabulary teaching and learning in fourth-grade students in Elementary school. The suggestions in this study are:

1. Research conducted at SDIT Permata Bangsa with the title E-Vocabulary Teaching and Learning in fourth-grade students in SDIT Permata Bangsa can be a reference and recommended to develop the same research in other schools.
2. Other studies are recommended to conduct further research because this study is focused on discussing e-vocabulary teaching and learning through interviews and observations, so it is necessary to develop online learning both with other methods and approaches.

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