

**THE EFFECT OF FIRST LANGUAGE SCAFFOLDING TO TEACH  
ENGLISH ON STUDENTS' VOCABULARY MASTERY**

*(A-Quasy Experimental research in Grade IV At SDN 156 Bengkulu Utara)*

**THESIS**

**Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan*  
(S.Pd)**

**In Study Program of English Education**



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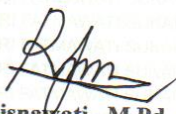
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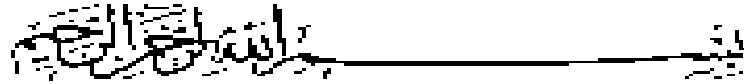
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## MOTTO



### ALHAMDULILLAHIRABBILALAMIN

**Angin tidak berhembus untuk menggoyangkan pepohonan ,  
melainkan menguji kekuatan akarnya**

**“Ali Bin Abi Thalib”**

**Jalan terbaik untuk keluar adalah dengan melaluinya.**

***"The best way out is always through."***

***“Robert Frost”***

**“Tidak peduli seberapa lambat kamu pergi, asal kamu tidak  
berhenti.” “Anonim”**

## **DEDICATION**

**This thesis is dedicated to:**

- ❖ **Praise to Allah SWT, who has given me health, mercy and guidance, so that I am still given the opportunity to complete this thesis, as one of the requirements for obtaining a bachelor's degree. Although far from perfect, but I am proud to have reached this point.**
- ❖ **My beloved father “Hadirin”, my beloved mother “Ernawati”, my beloved sister Else Veronica my beloved brother “Rizki Kurniawan and Alvin Nicholas” Thank you very much for your struggle, support, and great prayer to make my dream come true.**
- ❖ **To my beloved big family who cannot be mentioned one by one, thank you for the prayers, advice, suggestion and support so far.**
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- ❖ **For everyone who around me, where i am not able to say one by one.**

## ABSTRACT

**Ewisca Handayani. (2022). The Effect of First Language Scaffolding To Teach English on Students' Vocabulary Mastery (A-Quasi-experimental research in grade IV at SDN 156 Bengkulu Bengkulu Utara)**

**Advisor I : Risnawati, M. Pd      Advisor II : Endang Haryanto, M.pd.**

Mastery of vocabulary is one of the language skills that must be mastered by students. Vocabulary is the main key in communication. In communicating, students are required to have quite a lot of vocabulary. Based on the results of initial observations, it is known that the vocabulary mastery of the fourth grade students of SD Negeri 156 North Bengkulu is not satisfactory. The low ability of students' vocabulary mastery is caused by several factors, one of which is the ability of students to master vocabulary that is lacking. One of the efforts to improve students' vocabulary mastery is to apply the first language (LI). The problems raised in this study are (1) is there an increase in the vocabulary mastery of fourth grade students at SD Negeri 156 North Bengkulu by using the first language (LI) as scaffolding? after using the first language (LI) in the learning process. The purpose of this study was to determine whether the use of the first language as a scaffolding increases the effectiveness of the fourth grade students' vocabulary mastery at SD Negeri 156 Bengkulu Utara, after the application of the first language in vocabulary learning. This study uses a quasi-experimental research design, the data processing technique uses tests in the form of questions (multiple choice). There were two tests carried out, namely pre-test and post-test. The population in this study were all fourth grade students at SDN 156 North Bengkulu in 2021/2022, totaling 40 students. From the population, 40 students were taken as samples. There are two groups, namely the experimental group and the control group where each group consists of 20 students. The post test scores of the experimental class students (76.5) were higher than the control class (73). The results showed that the sig (2-tailed) or t obtained (2.00) was higher than the critical t-table (1.610). It can be concluded that there is a significant effect of using First Language (LI) as a scaffolding on increasing students' vocabulary mastery skills at SDN 156 North Bengkulu in 2021/2022.

**Keywords:** *Vocabulary, first language (LI), scaffolding*

## ABSTRAK

**Ewisca Handayani. (2022) Pengaruh First Language Scaffolding Untuk Mengajar Bahasa Inggris Terhadap Penguasaan Kosakata Siswa (*Penelitian A-Quasi-experimental di Kelas IV SDN 156 Bengkulu Utara*)**

**Pembimbing 1 : Risnawati, M. Pd**

**Pembimbing II : Endang Haryanto, M.pd.**

Penguasaan kosakata merupakan salah satu keterampilan berbahasa yang harus dikuasai oleh siswa. Kosakata merupakan kunci utama dalam berkomunikasi. Dalam berkomunikasi, siswa dituntut untuk memiliki kosakata yang cukup banyak. Berdasarkan hasil observasi awal diketahui bahwa penguasaan kosakata siswa kelas IV SD Negeri 156 Bengkulu Utara belum memuaskan. Rendahnya kemampuan penguasaan kosakata siswa disebabkan oleh beberapa faktor salah satunya adalah kemampuan siswa dalam menguasai kosakata yang kurang. Salah satu upaya untuk meningkatkan penguasaan kosakata siswa adalah dengan menerapkan bahasa pertama (LI). Masalah yang diangkat dalam penelitian ini adalah (1) apakah ada peningkatan penguasaan kosakata siswa kelas IV SD Negeri 156 Bengkulu Utara dengan menggunakan bahasa pertama (LI) sebagai Scaffolding? setelah menggunakan bahasa pertama (LI) dalam proses pembelajaran. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan bahasa pertama sebagai scaffolding meningkatkan efektifitas penguasaan kosakata siswa kelas IV SD Negeri 156 Bengkulu Utara, setelah penerapan bahasa pertama dalam pembelajaran kosakata. Penelitian ini menggunakan desain penelitian eksperimen semu, teknik pengolahan datanya menggunakan tes berupa soal-soal (pilihan ganda). Ada dua tes yang dilakukan, yaitu pre-test dan post-test. Populasi dalam penelitian ini adalah seluruh siswa kelas IV SDN 156 Bengkulu Utara tahun 2021/2022 yang berjumlah 40 siswa. Dari populasi tersebut diambil 40 siswa sebagai sampel. Terdapat dua kelompok yaitu kelompok eksperimen dan kelompok kontrol dimana masing-masing kelompok terdiri dari 20 siswa. Nilai post test siswa kelas eksperimen (76,5) lebih tinggi dibandingkan kelas kontrol (73). Hasil penelitian menunjukkan bahwa sig (2-tailed) atau t yang diperoleh (2,00) lebih tinggi dari t-tabel kritis (1,610). Dapat disimpulkan bahwa ada pengaruh yang signifikan penggunaan Bahasa Pertama (LI) sebagai scaffolding terhadap peningkatan kemampuan penguasaan kosakata siswa di SDN 156 Bengkulu Utara tahun 2021/2022.

**Kata Kunci** : *Kosa kata, bahasa pertama(LI), perancah*



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## **CHAPTER I INTRODUCTION**

### **A. Background of Study**

Language is the closest correlation with human's life, especially in communication. Of course, people need to cooperate with others because it has been the characteristics of human as social being (Ramelan, 1992:3). For that reason, people need something as a way of communication, that is, a language. Here are some definitions of language consistent with some experts; language is defined as a system of communication by which some messages are often conveyed (Ramelan, 1991:4), whereas, Harmer (2000:4) says that language is an intensely political issue since it's bound up with identity and power.

Another definition is cited by Carol as quoted by Ramelan that language is an arbitrary system of speech sounds or sequences of speech sounds, which are utilized in interpersonal communication by an aggregation of citizenry and which are rather exhaustively processes and events within the human environment Language according to mentalists is a biological gift, a natural gift hypothesis (Purwo, 1989:5); supplies of nature (Dardjowidjojo,2003:5); hypothetical conscience (Chaer, 2003:56).

According to Pateda (1990: 46-47) the study of Language Acquisition related to the Nativistic view is always associated with the name of the great linguist, Noam Chomsky. It is said that according to Chomsky children born into this world have brought the capacity or potential for language.

This language capacity will also determine the structure of the language they will use. This view was later called the rationalist hypothesis or the hypothesis of innate ideas. Mentalists assume that every child born is equipped with a language acquisition device (called the Language Acquisition Device abbreviated as LAD, which consists of First, the ability to distinguish the sound of language from other sounds. Second, the ability to organize linguistic units into a number of classes which will develop later. Third, Knowledge of possible and impossible language systems Fourth, the ability to use a language system based on an assessment of the development of the linguistic system.

The process of first language acquisition or often referred to as Child Language Acquisition is generally associated with mother language acquisition. If children in England, since childhood, they have heard the sounds of English from the environment unintentionally. This acquisition is through methods: imitation and reinforcement. With the statement that humans are social creatures, it is not surprising that humans will acquire a second language due to the currents of the times. The term Second language, using the example of English, can be defined as the language used in formal situations. For example, English in Singapore politically places English as a second language. Singapore society in general consists of four major ethnic groups which are characterized by the use of their mother tongue.

There are ethnic groups from India who use Tamil as their mother tongue; the Malay-speaking group of people; the Chinese group spoke

Mandarin Chinese and the rest spoke English. If they are in a formal situation, at school, in the office, for example, they use English, when they speak intra-ethnic, they use their own mother tongue.

In Indonesia itself, the government has made some efforts to obtain human resources who are able to understand and master English well. Nowadays, English is not only taught for junior and senior high school students but also to the elementary school students. It is done in order to get the young learners of elementary level to be familiar with English as soon as possible. English mastery is a goal that wants to be achieved as the target besides two other languages namely Indonesian and vernacular language.

In English, there are four components of language skills covering listening; speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated.

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be the community of international world. Depdikbud (1994: 1) states “Bahasa Inggris adalah bahasa Internasional yang perlu diajarkan untuk tujuan penyerapan dan pengembangan ilmu pengetahuan, teknologi, dan seni budaya serta pengembangan hubungan antar bangsa”. English in Elementary school is not compulsory subject but it is a local content as stated in GBPP 1994: “bahasa inggris tidak wajib dilaksanakan di Sekolah Dasar, melainkan diselenggarakan sebagai muatan lokal”. (Depdikbud, 1994: 1) English is taught from the first grade until the sixth grade

as it is stated in GBPP 1994, “Dalam pelaksanaan mata pelajaran bahasa inggris sebagai kurikulum muatan local digunakan pendekatan komunikatif, yaitu memberikan pengalaman langsung bagi siswa untuk menggunakan bahasa inggris sebagai alat komunikasi.” (Depdikbud, 1994: 4).

In order to support the mastery of English skills as mentioned above, it is essential to learn vocabulary. It becomes a central part in English learning. Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown, 1995: 1). According to Haycraft in Hatch and Brown (1995: 370) vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which he cannot produce correctly. Productive vocabulary is word which the students understand, can pronounce correctly and use constructively in speaking and writing.

In fact, many people who learn English, especially at the beginner level, are often faced with vocabulary mastery problems. They cannot simply understand and master it well. Based on the results of observations in November 2021 through interview with English teachers at SD Negeri 156 Bengkulu Utara. The researcher obtained some information about the implementation of English learning at SDN 156 Bengkulu Utara, it turned out that the implementation of the learning carried out was not in accordance with the procedure, because it was not in accordance with the lesson plan given. This causes student learning outcomes are not in accordance with the



objectives, indicators and basic competencies contained in the lesson plans, this is based on the test results data. Researchers also observed students' ability to answer questions from the questions given.

There were student errors in answering the questions. This can be seen from the results of observations made on 20 fourth grade students using vocabulary questions, on average, students are still wrong in answering questions. Because they do not understand the meaning of the question. There are 50% of students who score below the KKM. Minimum completeness criteria (KKM) are completeness criteria to state that students achieve learning outcomes. The KKM for English at SDN 156 Bengkulu Utara is 70. To achieve the KKM, students are required to be able to answer 7-10 questions correctly. One of the causes of student learning outcomes beyond expectations is that the media used by teachers in learning vocabulary is less varied to train students in answering English questions. This happens because the teaching application techniques carried out by the teacher are less varied in transferring the material. This has an effect on students' motivation in learning English. As a result, they are bored with the monotonous class. Therefore, the author proposes a technique to solve the problem, namely the use of the students' first language or mother tongue.

In fact, L1 is present in L2 learner's mind, whether the teacher wants it to be there or not, and the L2 knowledge that is being created in their mind is connected in all sorts of ways with their L1 knowledge. Ever since the monolingual approach has been questioned and reexamined, the movement

promoting the use of the mother tongue (L1) in the language classroom has increased. Hence, the bilingual approach has emerged.

Over the years, it has been accepted by researchers who agree that particular use of the L1 is a helpful procedure in the L2 classroom. (Noliza Hasrina, 2018). Thomas 1984, Edge 1986, Atkinson 1987, Tudor 1987, indicated a revival of interest in the use of the mother tongue in English classroom. It is only a communicative movement, of translation as a method of teaching a foreign /second language in classrooms. Most English teachers in schools, colleges, and institutes still employ traditional strategies to teach vocabulary, such as giving list of English words with their equivalents in native language, letting students recite new words, writing sentences with target vocabularies, explaining the meaning of vocabulary in native language, repeating vocabulary, and making students do plenty of vocabulary exercises (ImanAlizadeh., 2016).

The use of mother tongue is no longer recommended as a doctrine of compromise in second or foreign language teaching. In the views of Widdowson, the translation could be used to present the second language and not to acquire new knowledge. Steven Krashen, with his Natural Approach to language acquisition, proposed that students learn their second language much in the same way that they learn their first, and that L2 is best learned through massive amounts of exposure to the language with limited time spent using L1. However, in recent years, focus has been shifting towards inclusion of L1 in the language classroom.

In several developing countries with linguistic minorities where the colonial language is preferred for educational purposes, curriculum content is often presented in a language unfamiliar to a significant portion of children beginning school. When the language used for instruction is not understood, pupils do not have the opportunity to learn, and therefore neither able to understand the content nor to interact with it by participating in class. Researchers raise concerns that those children who do not acquire adequately the language used for instruction will face difficulties in becoming fully literate (McLaughlin, 1984; Collier & Thomas, 1989; Collier, 1992, 1995; Collier & Thomas, 1995).

In order to avoid this situation, children should learn the language used for instruction before learning basic literacy skills in it. Otherwise, pedagogical practices should be conducted in the mother tongue to support the initial stages of their literacy development. Bringing language theories and research findings in literacy development together, this paper advocates for a mother tongue-oriented approach to classroom practices related to literacy acquisition and claims that adequate pedagogical support in the pupil's first language (L1) is crucial during the early acquisition process of literacy skills.

Evidence from research and practice highlighted in this paper confirms that while mother tongue is continuously supported during the early stages of literacy acquisition, introducing L2 – the official language of instruction – does not hinder full cognitive growth in L1 nor in the language of

instruction. L2. In fact, as we have seen in the examples from the Basic Reading Program in Zambia and the mother tongue intervention program in Sweden, as well as findings from research conducted in US schools, it is possible to implement intervention programs to ensure children's literacy. growth through interaction and classroom practice in the mother tongue.

Such a literacy teaching model will offer a pedagogical and positive learning atmosphere, where students and teachers will feel more comfortable with the use of the language as a whole. Further study – particularly from brain research<sup>23</sup> – will be important in supporting this view: a positive atmosphere is a prerequisite for learning, and success in learning increases self-esteem and motivation to attend school, which in turn leads to motivation to be responsible. and productive citizens of this country.

## **B. Identification of Research Problems**

After the researcher made a pre-observation at SDN 156Bengkulu Utara,and after resarcher reviewed related literatures. The resercher identifiedthe problems as follow:

- 1) Students think learning English is difficult
- 2) Students are not interested in memorizing vocabulary
- 3) There is not much variety of teaching media in teaching English vocabulary by the teacher.
- 4) Students have difficulty in capturing the meaning of vocabulary because they have limited vocabulary
- 5) Students have low motivation in learning English vocabulary

### **C. Limitation of the study**

- 1) It only focuses on the effect of being taught vocabulary with the use of first language as a scaffolding on students' vocabulary mastery at SDN 156 Bengkulu Utara
- 2) This research is only intended for fourth grade students at SDN 156 Bengkulu Utara

### **D. Research Question**

Based on the research background above, the formulation of the research problem is: Is there a significant difference between the experimental class and the control class in the vocabulary mastery of fourth graders at SDN 156 North Bengkulu after being taught to use the first language as a scaffolding?

### **E. Objective of The Research**

Related to the research questions above, this study aims to determine whether the use of the first language as a scaffolding increases the effectiveness of students' vocabulary mastery in grade IV SD Negeri 156 North Bengkulu.

### **F. Significance of the study**

The outcomes of this research are very useful and bring benefits to teachers, students, and educational institutions:

- 1) For teachers

This research will help teachers to make good decision over the technique and method applied in teaching English vocabularies that is practical and effective.

## 2) For Students

Learners will be taught vocabularies by teachers who have understanding about the paramount importance of L 1, so teachers will surely drive students to gain vocabularies more effectively in long and short terms.

## 3) For Institutions

Institutions such as Elementary Schools or above will get new insights about the application of method that is effective for the students.

## **G. Definition of Key Term**

### 1 Language 1 (L1):

The students' indigenous language is referred to as L1, or first language. It's also known as the "mother tongue" or the "natural language." When it comes to language learning and acquisition, the L1 is the language with which;h the student begins the program and also the language with which the student feels most at ease speaking due to considerable exposure.

### 2 Second-language acquisition, often known as L2 (language 2) learning, is the process of acquiring a second language. Second-language acquisition is also the name of the scientific field that studies the process. Second-language acquisition is a subdiscipline of applied linguistics, but it also

attracts research from a range of other fields, including psychology and education.

- 3 Vocabularies: a language's words, which include single words, sentences, and chunks of many words that convey a specific meaning

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Concept first language (L1)**

##### **1. Definition of first language (L1)**

According to Bloomfield, a person's first language is referred to as their native language. The mother tongue is another term for the first language. The term "first language" refers to a person's first language. refers to a language that is frequently utilized in daily activities. Parents, family members, and caregivers teach children their first language. Children can develop preexisting concepts of what to represent with language as well as preexisting notions of communication when learning a language (Bloomfield, 1933, p. 43).The first language is also known as the mother tongue. The term "first language" refers to a language that is often utilized in everyday activities. Parents, family members, and caregivers teach children their first language. Children can develop preexisting conceptions of what to represent with language as well as preexisting notions of communication when learning a language.

Because children were unable to communicate coherently, they communicated by weeping or babbling. The characteristics of each language have an impact on language acquisition(Clark , 2003, p. 2). Language types, for example, can affect the sequence in which children



learn each system of the language, as well as making particular elements of a language harder or easier to learn.

Tarigan also argues that initial language acquisition is influenced by children's cognitive development and social interaction (Tarigan, Guntur, 1998, p. 85). Brown says that children are born with a tabula rasa, or a blank slate, with no preconceived conceptions about the world or language (Brown, Roge, 1973, p. 26).

When it comes to language acquisition, children are moulded by their surroundings. The environment has a significant impact on children's language development. They will be stimulated by their surroundings in order to understand language.

## **2. The Theories of First Language Acquisition**

Linguists employ three methods to describe the process of learning a first language: the behaviorist approach, the natives approach, and the functional approach (Brown, Roge, 1973, p. 22).

### **a. Behaviorist**

Skinner was the one who introduced this hypothesis. He claims that the environment has an impact on first language learning. As humans learn to communicate, the environment provides a stimulus. Children are seen as passive recipients of their surroundings, with little influence on the development of conduct. The behaviorist approach dismisses children's ability to learn language at a young age. Language

rules, according to Skinner in Chaer, are linguistic conduct that allows a person to respond or say anything (Chaer, Abdul, 2003, p. 223).

When people speak, however, it is not because they are aware of “rule-governed” (language rules), but rather because their abilities are shaped by external factors. People are born with *tabula rasa*, or a blank piece of paper with no knowledge, according to Brown. The environment then molds people, who are eventually conditioned through various reinforcement regimes. When people are in a stimulating environment, they are more likely to grasp and comprehend a language. To learn a language, people employ imitation, practice, reinforcement, and habituation.

#### **b. Nativist**

Humans are born with a genetic proclivity for systematic awareness of language in their surroundings, which leads to the formation of an internalized language system (Brown, Roge, 1973, p. 28). Humans have mental faculties, according to Chomsky, which are intellectual components of their brain. One of the functions of the mind is the Language Acquisition Device (LAD). It is abstract components that both assist and impede the process of language acquisition. Humans employ their genetic capacity in the process of learning language, according to nativists. The environment has little impact on the process of language learning, according to nativist philosophy. Because language is so complex, learning it in a short amount of time by imitation is difficult. It

suggests that humans have a special genetic ability to understand language systems.

**c. Functional**

According to Piaget, people's whole development is the result of their interaction with their environment, as well as the interaction between their increasing perceptual cognitive skills and their language experience. Language learning ability is a result of a combination of contextual influences and innate talents.

People are born with a certain ability to acquire languages, but it must be reinforced by their environment. How humans learn to communicate is influenced by the status of the environment. It is impossible to overestimate the importance of people's connections and experiences in the formation of language.

Based on the above logic, both the learner's internal mechanism and the learner's environment play an equal part in language learning.

**3. First language use and meaning focused input and output**

Meaning focused tasks can carry a heavy cognitive load. Not only do learners have to focus on what to say or what is being said, they also have to focus on how to say it or how it is being said. Lameta-Tufuga (1994) examined the effects of having learners discuss a task in their first language before they had to carry it out in writing in the second language. That is, they had the opportunity to fully understand the content of the task through the medium of their first language, before they performed the written task in

English. The first language discussion of the task had some interesting features.

Firstly, the learners were all very actively involved in coming to grips with the ideas. Secondly, the first language discussion included quite a lot of the second language vocabulary which would be used in the later task. Thus the discussion not only helped learners to get on top of the content, but it also helped them gain control of relevant L2 vocabulary in a very supportive L1 context. Knight (1996) also made a similar finding. As a result, the learners who did the preparatory L1 discussion in groups did much better on the L2 written task than other learners who did preparatory L2 discussion even though that discussion was in the same language as the subsequent written task. There is thus a useful role for the L1 in helping learners gain the knowledge needed to reach a higher level of L2 performance. Whenever a teacher feels that a meaning based L2 task might be beyond the capabilities of the learners, a small amount of L1 discussion can help overcome some of the obstacles.

#### **4. First language use and language focused learning**

There are numerous ways of conveying the meaning of an unknown word. These include a definition in the second language, a demonstration, a picture or a diagram, a real object, L2 context clues, or an L1 translation. In terms of the accuracy of conveying meaning, none of these ways is intrinsically better than any of the others.

It all depends on the particular word concerned. However, studies comparing the effectiveness of various methods for learning always come up with the result that an L1 translation is the most effective (Lado, Baldwin and Lobo 1967; Mishima 1967; Laufer and Shmueli 1997). This is probably because L1 translations are usually clear, short and familiar, qualities which are very important in effective definitions (McKeown 1993). When the use of an L1 translation is combined with the use of word cards for the initial learning of vocabulary, then learners have a very effective strategy for speeding up vocabulary growth (Nation 2001: 296-316). Although there are frequent criticisms raised of learning L1-L2 word pairs, these criticisms are not supported by research. The research shows the opposite, the direct learning of L2 vocabulary using word cards with their L1 translations is a very effective method of learning.

This finding also receives some support from studies of dictionary use. Learners' dictionaries can be classified into two major types - those that only use the L2 (monolingual dictionaries like the Oxford Advanced Learners Dictionary, the COBUILD Dictionary, the Longman Dictionary of Contemporary English and the Cambridge Learners Dictionary), and those that make use of the L1 (bilingual or bilingualised dictionaries). A bilingualised dictionary is a monolingual dictionary with L1 translations included. Monolingual dictionaries usually contain a wealth of useful information and in an attempt to make them accessible for lower

proficiency learners, the definitions are often within a controlled vocabulary.

The definition vocabulary usually consists of around 2000 words. Thus to use a monolingual dictionary effectively learners need to have an effective receptive vocabulary of 2000 words. Most learners of English as a foreign language do not achieve this until they have been studying English for five to six years.

It is not surprising then that surveys of dictionary preference (Laufer and Kimmel 1997; Atkins and Varantola 1997) and learner use (Baxter 1980) show that learners strongly favour bilingual or bilingualised dictionaries. To effectively use a monolingual dictionary, learners need to have a large enough vocabulary (at least 2000 words) and need to be able to interpret definitions, which are much more difficult than L1 synonyms.

Increasingly, languages borrow a lot of words from English. Daulton (1998) for example estimates that about half of the most common 3000 words of English have some borrowed form in Japanese. Sometimes the borrowing has resulted in so many formal and semantic changes that the relationship to English is hard to see (*wan-piisu* - a one piece dress), but most often the relationship is clear (*waasuto* - worst). Encouraging learners to notice this borrowing and to use the loan words to help the learning of English is a very effective vocabulary expansion strategy. This involves deliberately exploring L1 and L2 relationships. Even greater help is available where the L1 has a family relationship with English as is the

case with languages like Spanish and Swedish (Ringbom 1987). The L1 clearly has a very important role to play in the deliberate learning of vocabulary.

## **5. First language use and fluency development**

Fluency development tasks need to involve language items that are already familiar to the learners, need to involve largely familiar content, and need to include some kind of encouragement to perform faster than usual. This encouragement can take the form of time pressure as in speed reading or the 4/3/2 activity.

The L1 can have a small role to play in preparing the learners for such tasks to make sure that the material they are working with is truly familiar. This preparation can involve helping learners recall L1 stories and information that they then work with in the L2, or getting learners to use the L1 to discuss and become very familiar with L2 input such as newspaper articles, TV news reports, short factual texts, that is then used as the basis for L2 fluency tasks.

### **B. Definition of Scaffolding**

The term scaffolding was first introduced by Wood, Jerome and Ross (1976). They defined scaffolding as a support and guidance provided by more knowledgeable or capable individual (teacher or parent) to do a task that the children cannot be able to complete the task by themselves. Bodrova and Leong (as cited in Ismail et.al., 2015), “Scaffolding is a tool for supporting the process of learning that will be provided and removed constantly”. They

further explained that scaffolding will not change the task but to simplify and support the process. According to Lawson (2002) defines scaffolding in an educational setting context as a process by which a teacher provides a temporary framework to students for learning. Scaffolding refers to support that is designed to provide the assistance necessary to help students to do a task and to develop understanding that they would not be able to complete by themselves (Hammond & Puline, 2005).

In the process of scaffolding, the teachers help the students in mastering a task or lesson that the students are initially unable to grasp independently (Lipscomb et al.2004, pp. 4). Lipscomb et.al. also state that student's errors are expected, but the teacher should give feedback and prompting so that the student is able to achieve the task or goal. The teacher begins the process of fading and the gradual removal of the scaffolding when the student takes responsibility for the task and masters the task, which allows the student to do it independently.

The Characteristics of Scaffolding According to McKenzie (1999, pp. 3-6), the characteristics of scaffolding are:

1) Scaffolding provides clear directions

Teachers anticipate the problems that might occur by giving instructions step by step to explain what students must do in order to achieve the expectations for the learning activity.

2) Scaffolding clarifies purpose



Scaffolding let the students to know why they are doing the work and why it is important. Their work remains purposeful and painful. When they do the work, it is in service to the thought process, the learn of meaning and the development of knowledge.

- 3) Scaffolding keeps students on task By providing structure and guidance, the students can exercise individually or in a team without fear.

- 4) Scaffolding offers assessment to clarify expectations

The expectations that the teacher want to achieve are told at the beginning by providing examples of quality work done by others. The students are shown rubrics and standards that define a good quality.

- 5) Scaffolding points students to worthy sources

Teachers provide sources to reduce confusion and wasting time. Then the students can choose these sources to use.

- 6) Scaffolding reduces uncertainties, surprise and disappointment

Teachers are expected to test every step in the lesson to see the possibility go wrong, in order to eliminate the frustrations or difficulties and the goal is to maximize of learning and efficiency.

- 7) Scaffolding delivers efficiency

Scaffolding refines focus, clarity, work effort and time on task.

- 8) Scaffolding creates momentum

Through scaffolding the communication, motivation, thought, understanding, and knowledge are achieved.

### **C. Types of Scaffolding**

Walqui (2006, pp. 170-177) distinguished six main types of instructional scaffolding. They are as follows.

#### **1. Modelling**

Giving an example or demonstrating the material with proper language is necessary in the process of teaching in order to make better understanding to the students about the lesson.

#### **2. Bridging**

Bridging means a way to make students think and learn about new knowledge or concept. It can be done by telling them the previous event or something that is related to the new concept or giving them some questions. It will be easier to the students to understand the new knowledge.

#### **3. Contextualizing**

Contextualizing means giving examples of an event in a different way, based on their world. The important purposes here do not make the students memorize the material, but they understand and they can explain it by their own way without out from the context.

#### **4. Schema Building**

As a teacher, it is necessary to build an understanding of new knowledge to the students. After modeling, bridging, and contextualizing, the next step is schema building. It means the teacher should create some parts of the material which connect each other. It provides a chance to the students to

think about the connection between each part of the materials and the other topics that will be discussed. It can be done by giving them a headline and the sub-chapter, information in term of charts, picture, and etc. Thus, the students will be ready to learn new explanations of the next connection.

#### 5. Re-presenting Text

Re-presenting a text here means the teacher facilitates students to take point of the text easier. It can be done by changing the text into different genre or conducting activities in the classroom such as drama, role-play, or mini dialogue. It depends on the text. By conducting these activities, the students will enjoy their learning process and understand the meaning of the text conceptually.

#### 6. Developing Metacognition

It is the last main types of scaffolding. In this part, the teacher takes role as an evaluator and a monitor. The teacher evaluates the strategy in teaching. It can be seen from the process of discussion. The teacher may monitor the interaction between each student to make sure that his/her method works.

### **D. Literature Review of Vocabulary**

#### **1. Definition of Vocabulary**

When studying a foreign language, one of the language characteristics that must be taught is vocabulary. You will need a large vocabulary to master a language. Vocabulary is one of the elements of language. According to Richards and Renandya, "vocabulary is a critical component of language proficiency and provides much of the foundation

for how successfully students learners talk, listen, read, and write in English (A.Renandya and Richards , 2002)." As a result, these aspects are extremely important in vocabulary.

It implies that vocabulary is a crucial component of the four English skills. As a result, in order to augment their strengths, children must acquire a vast vocabulary. Vocabulary, according to Hornby, refers to the total number of words in a language. As a result, language is ruled by a large number of words and phrases. He went on to say that vocabulary is a grouping of words or phrases in a language. This means that vocabulary is an element of language that delivers information or explanations in an easily understandable linguistic word.

Students will be more successful in their English test if they have a thorough understanding of vocabulary. Vocabulary is crucial to master since when pupils are in school, they need to be able to communicate effectively. If they have a limited vocabulary they are not able to express their thoughts accurately and answer questions in their test. The students who do not know how to increase their vocabulary and who are unable to grasp the topic in a lesson are more likely to lose interest in learning English.

From of the definitions of vocabulary, the researcher can conclude that vocabulary is the total number of words with meanings and definitions used by someone or students to communicate a notion in a language.

## 2. The Importance of Vocabulary

Because a restricted vocabulary in a second language impedes successful communication, vocabulary knowledge is generally seen as a key tool for second language learners. The importance of vocabulary is the most important tool we can provide pupils with in order for them to thrive not only in school but in life in general.

According to Maximo, the study concluded that vocabulary acquisition is critical for successful usage of second languages and plays a key role in the production of complete oral and written compositions. Vocabulary is crucial in acquiring second and foreign languages since without it, pupils will be unable to comprehend others or express themselves. feelings. We would be unable to apply the structures and functions that we may have learned for complete communication if we did not have a suitable vocabulary for the usage of second languages (Alqahtani, 2015, pp. 21-34). All language skills will gain from expanding their vocabulary. A pupil who lacks a vocabulary may struggle to acquire a language and will have limited success in developing their other languages.

They will find it easier to master all language skills such as speaking, reading, writing, and listening if they have a large vocabulary from other languages (Burton, 1982, p. 98).

Based on the explanation above, that words are the most important factor in the learning process because English is a language that

is often used in daily life both in the classroom and outside. With this, the teacher must have a good method for making students more interested in learning English easily.

### **3. Types of Vocabulary**

There are various forms of vocabulary that must be learnt. Experts describe the many types of vocabularies. Thornbury offers one possible explanation. He went on to say that there are at least eight different sorts of vocabulary (Thornbury, 2002). Nouns, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions, and determiners are all used in sentences. The following is a list of them :

#### **a. Noun**

The expert has provided a few definitions for the term. The noun, according to Frank, is one of the most significant components of speech<sup>(Frank, p. 6)</sup>. It's a verb arrangement that aids in the formation of the sentence core, which is necessary for every complete phrase. A noun, according to Sjah and Enong, is a term that is used to name persons, places, plants, objects, animals, qualities, and abstract concepts (Sjah and Enong, p. 30). It signifies that a noun is linked to something else, such as a place name, a plant name, a person, and so on. Jhon, student, house, chair, nose, cat, honesty, and other words come to mind.

So it can be concluded that nouns are the most numerous and are an a crucial component of speech that can be used to refer to people, places, plants, objects.

**b. Verb**

Verbs are a type of (or a group of) words that describe, occur, or imply a state (run, press, slide). Verbs are thus a type of language component that plays a significant role. There are several definitions of verbs proposed by experts. According to Frank, the verb is the most difficult element of speaking (Frank, p. 47). Whereas Sjah and Enong states verbs are words that indicate and condition a thing (Sjah and Enong, p. 30).

This means that verbs can be used to describe an object's size and condition. Writing, reading, listening, and other activities come to mind. From the previous statements, it is clear that the verb is the most complex portion of the utterance, indicating the size and condition of a thing.

**c. Adverb**

Experts have given a number of adverb definitions. Adverbs are terms that characterize or identify an action or occurrence that happens, such as verbs, adjectives, and other adverbs, according to Frank (Frank, 1972, p. 141). Adverbs can describe or modify verbs, adjectives, and other adverbs in this way. In the case of Sjah and Enong, an adverb is a word that describes how, where, and when something occurs (Sjah and Enong, p. 72). It signifies that one adverb is related to another adverb. to how the process, time, and where the thing happen. Example now, tomorrow, certainly, maybe, and other.

It may be deduced from the preceding assertions that an adverb is a word that modifies verbs, adjectives, and other adverbs and can explain how, when, and where something occurs. For instance, right now, tomorrow, without a doubt, possibly, and others.

**d. Adjective**

Experts have proposed some adjective definitions. An adjective, according to Frank, is a modifier with the grammatical quality of comparison (Frank, 1972). Special derivational endings or special adverbial modifiers that precede it are frequently used to identify it. According to Sjah and Enong, an adjective is a term that is used to broaden or narrow the meaning of a noun (Sjah and Enong, p. 72). Adjectives are words that are used to characterize nouns. Beautiful, nice, tiny, and other words come to mind.

According to the above description, an adjective is a word that characterizes nouns and possesses comparative grammatical qualities. For instance, clever, attractive, tiny, and so on.

**e. Pronoun**

Pronouns make up a modest but significant portion of the vocabulary. The conventional definition of a pronoun as "a word that replaces a noun" applies to some but not all forms of pronouns. Actual replacement pronouns can refer to a previous noun its antecedent as well as a substantial portion of the preceding discourse. Non-



synonymous pronouns may simply have an indeterminate meaning or convey an unknown amount (Frank, p. 18).

**f. Preposition**

Prepositions are words, phrases, and sentences that indicate the link between them by connecting them with prepositions (Fithriani, 2010, p. 96). Here's a rundown of some of the most often used prepositions: behind, for, because, above, below, from, through, across, alongside, in, to, and so forth (Ed Swick, 2005, p. 92).

**g. Conjunction**

Coordinate conjunctions that connect structural units or elements in a sentence that share the same grammar. It indicates that the term compound refers to a bigger entity made up of two separate parts that have been linked together. In a sentence, a conjunction is a word that joins together related components. Words, phrases, and sentences are examples of these components. and, or, and but are examples of conjunctions (Stobbe, 2008, p. 118).

**h. Determinants**

The and an are the two articles. They can be used as a singular or plural noun, with a singular countable noun being the most common. Before a word that begins with a vowel sound, each of the articles undergoes a modification. Articles' primary structural change role is as determiners that come before nouns.

The student sitting next to you is a good example of someone or something that has been singled out from the crowd. A signal from another that isn't specified: a kid in the front row of the class (Ibid, p. 125).

#### **4. Teaching Vocabulary**

Learning vocabulary is a difficult task. Learning vocabulary entails not only learning the words themselves, but also learning how to use them incorrectly. Furthermore, acquiring a foreign language's vocabulary poses a number of difficulties for the learner. Learning, according to Brown, is the process of obtaining or gaining knowledge of a subject or skill through study, experience, or instruction (Brown, p. 7). Learning vocabulary needs a process. Students must be in an appropriate position to master vocabulary in English to make the learning process effective.

According to Thornbury, should assist learners in acquiring a critical mass of words to utilize in both comprehending and producing language (Thornbury, 2002). Learning new language through a fun and routine method might help youngsters learn new vocabulary. For pupils to enjoy learning, the teacher must provide a technique that allows them to actively engage in exciting and dynamic activities.

It may be deduced that employing a game is one of the techniques that can fulfill the characteristics of an appropriate technique for teaching youngsters. It's possible. It piques the interest of language learners in

studying the target language by providing imaginative activities that keep the youngsters engaged in learning the target language. Furthermore, this will make it easier for students to remember words easily and also build techniques to overcome the problem of differences in recognized words or the use of unknown words.

## **5. Learning vocabulary**

Learning vocabulary is a difficult task. Learning vocabulary entails not only learning the words themselves, but also learning how to use them incorrectly. Furthermore, acquiring a foreign language's vocabulary poses a number of difficulties for the student. Learning, according to Brown, is the process of obtaining or gaining knowledge of a subject or skill via study, experience, or teaching (Brown, p. 7). There is a method to learning vocabulary. To make the learning process effective, students must be in a position to understand English vocabulary. The condition, according to Thornbury, should assist learners in acquiring a critical mass of words to utilize in both comprehending and generating language (Thornbury, 2002.).

Learning new language through a fun and routine approach might help youngsters acquire new vocabulary. For pupils to enjoy learning, the instructor must provide a strategy that allows them to actively engage in interesting and dynamic activities. It may be deduced that utilizing a game is one of the techniques that can meet the qualities of a good approach for educating youngsters. It piques the interest of language learners in

studying the target language by providing innovative activities that keep the youngsters interested in learning the target language.

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## **6. Vocabulary Mastery**

According to Zuchdi By listening, speaking, reading, and writing, a person's capacity to recognize, comprehend, and utilize words appropriately and accurately is referred to as vocabulary mastery. The aim of a vocabulary exam, according to John, is to determine if pupils can match each phrase with a synonym, a dictionary – cassette explanation, or a related word in their home tongue. In a nutshell, vocabulary mastery refers to a set of vocabulary (words) in a language that includes knowledge about their meaning, form, and use in communication.

This is the foundational knowledge that pupils must acquire before they can grasp English. Learning vocabulary is the most difficult aspect of learning English since vocabulary is required to understand the meaning of a phrase. Vocabulary mastering is not a simple procedure that can be accomplished on the spur of the moment. The process of language mastery begins when a person is still a youngster. The mother tongue is essentially the baby's first language. They can learn a language by listening to the words that are uttered by others.

It is well recognized that English vocabulary development is impossible without English abilities (English skills), as both are crucial in the English teaching and learning process. The pupils will struggle to understand the texts and questions if they do not have a vast vocabulary, as the passages and questions use a far wider variety of terms than in everyday discourse.

Harmer says in his book that the meaning of terms (synonym, antonym, connotation, and denotation), the expansion of word usages such as idioms, a combination of words, or collocation, and the grammar of words consisting of noun, verb, adjective, and adverb must all be examined in vocabulary.

## **7. The role of Vocabulary in Language Learning**

There are very strong reasons for systematic and principled approach to vocabulary by both the teacher and the learners because the considerable research in vocabulary we have good information about what to do about what vocabulary to focus on. This means that the vocabulary works can be directed toward useful words.

There is a wide variety of ways for dealing with vocabulary in foreign or second language learning. Some teachers do not feel happy using some of these ways, for example, getting learners to study words out of context. Or interrupting learners' reading to get them to guess at an unknown word in context.

## **8. Strategy in teaching vocabulary**

Word sorts for expository text act as a companion to the word sort strategy used with nonfiction text. This strategy involves a collection of words and phrases from an expository text with each word or phrase written on an index card. Students review the card, develop possible categories, name each category, and rearrange cards in the appropriate categories.

The teacher should remind students that categories need to reflect relationships between words and phrases and that students need to explain these relationships. Students then use categories to make predictions about the expository text. Word sorts help students analyze words by looking for patterns. Grouping words according to similar attributes is an effective before reading strategy that activates prior knowledge of vocabulary words or phrases<sup>16</sup>. It is especially useful for nonfiction material.

The classifying or sorting can be done as an open or closed sort. In a closed sort, students organize vocabulary words into predetermined categories. Robert J. Marzano lists classifying as one way to provide students with multiple exposures to words to help shape word meanings. Word sort is a strategy that helps students learn and better remember new vocabulary. Students work in small groups, with each group given an envelope containing key terms on separate slips of paper. Students are instructed to discuss what they think the relationships among the words might be.

The strategy was developed for use in science courses, where terms have more precise meaning and fit more readily into categories. Students do this initial sort before reading about the terms or hearing them defined and discussed in lecture. After exposure to the words in the text or lecture, students get back into their groups and re-sort the words; comparing their new arrangements with the ones they first constructed to Weimer. A word sort is an active learning, critical thinking strategy that involves students in small groups of three or four actively discussing words that have been provided for them by the instructor. Strategy in teaching vocabulary Word sorts for expository text act as a companion to the word sort strategy used with nonfiction text.

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#### **9. The source of Vocabulary**

After we can master vocabulary well, we must improve our vocabulary. To improve vocabulary, we have to know, where the source of vocabulary is comes from. So, the students will be easier to learn English along with Harmer 10, there are some source to learn vocabulary in teaching learning process, they are:

##### **a. Word List**

Word List is on economical way of organizing vocabulary for learning and list it is does not matter a great deal if they are put together in a random way. The students can learn vocabulary wherever they are, because it is easy to boring.



b. Vocabulary Book

It is also integrated into skill work, typically in the form of a free-task or post-task vocabulary focus. There is many vocabulary and task in vocabulary book which can be an exercise for the students.

c. The Teacher

The teacher is potential fitful source of vocabulary input not only in term of in accidental learning, but also as a means of introducing vocabulary thought teacher talk.

d. Learner

Each learner can contribute to the shared class lexicon thought activities as brainstorming. Learner can improve their vocabulary from other learner by discussion and sharing with their friends.

e. Short Text

Short Text for vocabulary building purposes whether spoken or written have enormous advantages over learning word from list. From the statement above, we know that the teacher and learner have the great influence in improving the students' Vocabulary. Teacher must help the students to improve the students' vocabulary, especially in teaching learning process Teacher must make students feel enjoy in learning vocabulary.

So they will be easier in remembering new vocabulary that they have gotten. With much vocabulary they will easier in

communication with other and understanding what they have read. Therefore the students with poor vocabulary need to build their vocabulary.

#### **E. Previous Related Study**

Some prior study on problem-based learning includes “First Language (L1) Use in the Efl Classroom: Perceptions Of Students And Teachers” by Noliza Hasrina, Zulfadli A. Aziz, and Siti Sarah Fitriani (Hasrina,A.Aziz,Fitriani, 2018, pp. 406-407). The purpose of this study was to find out how instructors and students felt about using their first language (Bahasa Indonesia) in the EFL classroom during the teaching-learning process. For this investigation, a quantitative technique was employed with a questionnaire as the instrument.

This survey was performed with 94 respondents at the MAN High School in Darussalam, consisting of three instructors and ninety one grade two pupils from three distinct departments (XI IPS, XI IPA and XI IAG). He results of the questionnaires revealed that respondents in their English EFL classes primarily used their L1 rather than their L2 for teaching-learning activities such as explaining difficult-to-understand materials, giving instructions on materials and tasks, explaining new vocabulary, and assisting students in feeling more comfortable and confident in learning English. In this sense, the use of their native language in English lessons intended to improve communication between professors and students as well as between students. Furthermore, students' usage of their L1 was extremely

beneficial in helping them comprehend their English courses and increasing their enthusiasm to study English EFL.

“Using L1 in Teaching Vocabulary to Low English Proficiency Level Students: A Case Study at the National University of Laos,” according to SoulignavongLatsanyphone's research (Using L1 in Teaching Vocabulary to Low English Proficiency Level Students: A Case Study at the National University of Laos, English Language Teaching , 2009).

Many English experts do not appear to pay much attention to the usage of L1 in English language classes, based on the principles that English should be taught in English to expose students to English and help them learn faster. While previous research findings have been contradictory in this regard, the outcomes of this study showed evidence to the opposite. Using 169 students with a low competence level, it was discovered that teaching English as a foreign language in Laos in the learners' mother tongue (L1) improved their recall of new vocabulary items both in isolation and in context. This might be due to clear definitions and explanations in L1, as well as classroom dictation quizzes and translation assignments.

This would have ramifications for English teachers and writers. Siti Sarah Fitriani, DwiRahayuPrasetyaningsih, and Iskandar Abdul Samad”are working on a project called "The Influence Of First Language Toward Students' Achievement In Learning English(Fitriani,ningsih,Samad, 2017)."

Most of the time, in an English as a Foreign Language (EFL) classroom, the instructor is unable to resist using the mother language in teaching and learning

activities. This occurs in nations where English is not the first language, such as Indonesia. This article investigates the impact of a teacher's first language in an Indonesian EFL classroom. This study included the teacher and six tenth grade students from a science classroom. To obtain in-depth information, semi-structured interviews were performed.

The data were evaluated qualitatively using Miles and Huberman's (1984) processes of data reduction, presentation, and conclusion or verification. The findings reveal the opinions of both the instructor and the students on the usage of first language in the EFL classroom. The majority of students felt that the instructor included the first language in their English lesson is beneficial to their acquisition of the target language. Furthermore, the instructor supports the students' viewpoint since incorporating the first language into an EFL classroom is seen as a solution to the students' difficulty in learning the target language.

The approach and research method used in this study are the same as in a prior study by Lovika Ardana Riswari titled. "The Effect of Problem Based Learning by Using Demonstration Method on The Ability of Problem Solving are Problem Based Learning methodology and research method, and then research subjects, research objects, and research aim are the distinctions in this research with prior studies. The research subjects, research objects, and research aim are all the same as in prior studies, as is the research technique. The research subjects, research objects, and research objective are all different from previous studies.

## **F. Hypothesis**

The following hypotheses will be made based on the aforementioned frame of theory and frame of thinking:

1. Alternative Hypothesis ( $H_a$ )

There is a significant effect of using first language scaffolding on students' vocabulary mastery at SDN 156 North Bengkulu

2. The Null Hypothesis ( $H_0$ )

There is not significant effect of using first language scaffolding on students' vocabulary mastery at SDN 156 North Bengkulu

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

This research design is a quasi-experimental research. It uses a nonequivalent control design. According to Eko (2005, p.40) Quasi-experimental research is research that looks at the causal relationship of one or more independent variables with one or more control variables. In quasi-experimental research there are two variables used, namely independent and dependent. The first language (L1) by the English teacher as the independent variable and increasing students' vocabulary mastery as the dependent variable.

Researchers made two observations, before the experiment and after the experiment. The observation before the experiment is called the pre-test and the observation after the experiment is called the post-test. Between the pre-test and post-test, the researcher gave treatment to the experimental class using the technique of using the first language (L1). Then, at the end of the treatment, the researcher administered the results of the pre-test and post-test scores to determine whether the technique of using the first language was effective as an alternative way to increase students' vocabulary. visualized in the following table:

**Table 3.1 : Research Design**

Class	Pre-test	Treatment	Post-test
IV A	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
IV B	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>

Where :

IV A = Experiment Class

IV B = Control Class

O1 = Student Pre-test Score

O2 = Student Post-test Score

X1 = Treatment with the use of the first language (L1)

X2 = Treatment without first language use (L1)

From the table above, it can be seen that the pre-test was given to both groups before being given treatment. The control group and the experimental group received different teaching treatments. The difference lies in the use of the first language (L1) technique in teaching vocabulary. The experimental group was taught by using the first language technique (L1). Meanwhile, the control group was taught without using it.

## **B. Population and Sample**

### **1. Population**

According to Creswell (2012, p.142) a population is a group of individuals who have the same characteristics. This means that the population is all data that is of concern to researchers within a certain scope, and the time has been determined. In this study, the researchers included all students of SDN 156 Bengkulu Utara as the target population. Fourth grade students consist of two classes, namely IV A, IV B as the affordable population.

The description of the total number of the population will be shown in the table 1.

**Table 3.2 :The Population of the Research**

No	Class	Population
1.	IV A	20
2	IV B	20
2	TOTAL	40

## 2. Sample

The sample is a finite part of the statistical population whose nature is studied to obtain information. According to Creswell (2012, p.142), is a subgroup of the target population that the researcher plans to study to generalize about the target population. The type of sample used in this research is purposive sampling technique. Kasmadi and Sunariah (2013, p.66), state that the purposive sampling technique is a technique for determining samples with certain samples with certain considerations. In this study, the researchers chose IV A and IV B based on observations, seeing their scores for one semester, seeing their homogeneity based on the results of the pre-test. The sample used in this study was class IV A as classexperiment and grade IV B as control class.

## C. Research Variabel

Variable is something that the researcher would be investigating. According to Frankel and Wallen (2006) the variable is a concept a noun that stands for variation within a class of subjects such as gender, color,



motivation, chair, eye, achievement, or running speed. Based on the title of this research, there were two variables:

1. Independent Variable

Independent variables are variables that affect other variables. In this study, teaching vocabulary using the technique of using the first language (L1) will be an independent variable because it affects the improving in students' vocabulary.

2. Dependent Variable

Dependent variables are variables that are influenced by other variables. In this study in improving vocabulary will be the dependent variable.

#### **D. The Technique of Data Collecting**

For all of the samples, the research will conduct a pre- and post-test. The control and experimental classes are given the pretest. The information will be gathered by administering the test to the student. Collecting data to determine the research's outcome is one of the most critical tasks in the research process. Data gathering processes followed a set of steps. The results of the pre- and post-tests were used to compile the data for this study. To determine whether an English instructor should use Observe and Remember of the student's first language (L1) when introducing new vocabularies. And the results of the pre-test and post-test were compared. The researcher examined the of f in this study :

## 1. Test

The exam is used to determine how many percents the goal can attain when the training procedure is completed. The exam is a way of determining a person's competence or understanding in a particular area. The researcher employed a vocabulary exam with multiple choices as a test in this study. The test was separated into two stages: pre-test and post-test:

### a. Pre-test

The pre-test is used to determine the pupils' vocabulary levels before to treatment. It will be used in both the control and experimental classes to determine the quality of the pupils prior to treatment.

### b. Post-test

The goal of the post-test will be to assess the pupils' capacity to expand their academic vocabulary after they have received treatment. The researcher was able to determine the substantial difference in student accomplishment between the experimental and control groups by examining the students' post-test scores.

The topics tested in the post-test will be the same as those tested in the pre-test because they will both be used to assess students' vocabulary achievement and determine whether or not using first language (L1) by English teachers has a positive impact on introducing new vocabularies to student achievement. The researcher rated the students'

pre-test and post-test and put the scores into rank order after completing a pre-test and post-test for the two groups.

#### **E. Research Instrumen**

Tool can be interpreted as a tool. Arikunto defines research instruments as tools or facilities used by a researcher to collect data. It is easier for him to do his work, and his learning outcomes are better, more accurate, thorough, and systematic. As a result, they are easier to work with (Arikunto, 2009, p. 150). The writer will give pre-test and post-test to students to assess the two groups of students. The form and substance of the pre-test and post-test are identical, but the timing and purpose are not.

Before learning begins, both the experimental class and the control class will be given a pre-test to determine students' knowledge of the material to be taught. Second, both the experimental class and the control class will receive the same material, but presented in a different way. In improving vocabulary, the experimental class was given the first language (L1) by the English teacher and the control class was not given the first language (L1) by the English teacher. The final stage in this experiment is to give post-tests for two courses, class A and class B, after the lesson is over to determine which student to teach. Tests will be used to obtain information. The test will take the form of a written exam with two types of questions: objective and essay. There are two types of tests: pre-test and post-test. The test is arranged according to the material provided.

The test will be made by researcher. researcher uses test as an instrument of her research. To assess the pupils' knowledge of new terminology, the researcher conducted vocabulary exams. The researcher will utilize a test to collect data on vocabulary using nouns, verbs, and adjectives, with the topics of animal, people, shopping list, and occupation. The test was created using the school-based curriculum and syllabus utilized in SDN 156 Bengkulu Utara. The kids are given multiple choice tests by the researcher. The type of test was chosen because the scoring method is simple and it is more convenient for students to complete.

### The aspect of vocabulary test shown in the table 3.3

**Tabel 3.3**

#### Specification of Tests

Aspects	Components	Indikator	Item
Vocabulary Mastery	Noun	Students are able to recognize and select the appropriate concrete noun in the appropriate situation.	1,4,5,8,13,14,16
	Verb	Students can recognize and use the appropriate verbs in the appropriate context.	2,7,9,10,23
	Adverb	Students are able to recognize and use adverbs in the appropriate context.	3,6,21
	Adjective	Students are able to recognize and use the appropriate adjective in the appropriate context.	15,17,23
	Pronoun	students can identify pronouns	11,12,24
	Preposition	Able to identify and relate nouns to phrases	18,19,20,24
Total	25		

## **F. Research Procedure**

Here are some ways to use the first language (L1) by teaching English in increasing students' vocabulary, using objects and pictures given in class, students will remember well the vocabulary they get, and also direct presentation which is a very effective way and clear. to teach vocabulary. This is an activity that will be carried out in observing and remembering the game. The procedure of this research is as follows; pre-test and post-test.

### **a. The experimental Group**

The experimental group in this study were Class IV students at SDN 156 North Bengkulu. The experimental group used the first language (L1) by the English teacher to improve students' vocabulary. Then, design this method in groups. The implementation step uses the problem based learning method in the experimental class. In doing the treatment, the teacher must know what the teacher will do in the experimental class, there are some vocabulary that is taught in the use of the first language (L1) by the English teacher in increasing students' vocabulary.

They are as follows:

1. Material: Vocabulary (nouns, verbs, and adjectives related to people, animals, objects in class, school, home, and surroundings).
2. Learning Method :first language (L1) by English teacher
3. Learning steps;
4. Introduction (15 minutes)

1. The teacher greets
2. The teacher prepares students for learning with cleanliness, learning, and attending classes.
3. The teacher motivates students by showing a picture than asking the picture to the student.
4. The teacher gives information about the competencies and learning objectives to be achieved.
5. Activity (50 minutes)
  1. The teacher explains the vocabulary words (nouns, verbs, and adjectives) of the text/unit.
  2. The teacher explains by using first language (L1) by English teacher.
  3. The teacher asks students to make four groups of 5 students.
  4. The teacher will use pictures, objects, to teach some of the vocabularies that will be given in class. Researchers choose topics to teach students based on lesson plans and ask students to close their eyes and begin to mention the things they observe - when they do not know they are playing and remember things based on the topic. (using first language (L1) by English teacher).
    1. Place the object or chart in front of the room and give students the specified time (maybe two minutes) to see it.
    2. The teacher asks them to take paper and pens with each group,

3. The teacher asks them to write as many names as they remember. (Objects or charts must be discussed at this time).
  4. At the end of the specified time limit (five minutes is good), let students check their list, and whoever has the most wins.
6. Closing (10 Minutes)
1. The teacher tells the remaining time
  2. Students with the guidance of the teacher conclude the material that has been learned
  3. The teacher invites students to end the activity by praying
  4. The teacher greets (closing).

**b. The Control Group**

Based on Jacob et al Julia (2014,p.33), more common than comparing a treatment group to a group receiving no treatment (true control group) is situation in which researchers compare group receiving different treatments. These are called comparison group. The majority of educational experiments study the differences in the result of two or more treatments rather than the differences in the result of one treatment versus no treatment at all. There were some steps done by the teacher in the control class :

The teacher took the following steps in the control class:

1. Material: Vocabulary (nouns, verbs, and adjectives related to people, animals, objects in class, school, home, and surroundings).
2. Learning steps;

3. Introduction (15 minutes)

- a. The teacher greets
- b. The teacher prepares students in learning with cleanliness, learning, and attendance classes.
- c. The teacher motivates students by showing a picture.

The teacher gives information about the competencies and learning objectives to be achieved.

7. Activity (50 minutes)

1. The material is explained by the teacher. about nouns, verbs, and adjectives in Indonesian language(L2).
2. The teacher asks students to discuss with their classmates.
3. Students give questions to the teacher about the material.
4. The teacher asks students to make examples of vocabulary using nouns, verbs, and adjectives .
5. The teacher gives an evaluation to the students, like the practice of vocabulary use nouns, verbs, and adjectives.

8. Closing (10 Minutes)

The teacher tells the remaining time

Students with the guidance of the teacher conclude the material that has been learned.

The teacher invites students to end the activity by praying.

The teacher greets (closing).



## **G. Technique of Data Analysis**

The final phase of an experiment's technique, in this example, data processing, is data analysis. The outcomes of both the experimental and control groups, as well as their differences, are determined in the data processing step.

### **1. Try-out test**

To develop a good test, the researcher will perform a try-out test, which will be given to students who are not in either the experimental or control groups. The researcher used the students' try-out scores to conduct item analysis and analysis in order to determine the test's validity and reliability. The following factors were considered when selecting the instrument: validity, reliability, and the degree of test difficulty.

#### **a. Validity**

Validity is defined as the ability to make meaningful and acceptable interpretations based on test results (Donald, at.al., Op.Cit., p. 224). It signifies that validity is a measurement that reveals the instrument's levels of validity or actual. The validity of a valid instrument is high. The content validity and construct validity were employed in this study to assess the test's validity.

#### **b. Content validity**

Content validity, according to Best and Khan, relates to the degree to which the test genuinely measures or is precisely connected to the attributes for which it was designed. It is based on a rigorous

review of course materials, curriculum, objectives, and subject matter specialists' judgements (W.Best and V.Khan, 1995).

Because the exam must be able to measure the students' vocabulary mastering capacity at the fourth grade of SDN 156 Bengkulu Utara, the content validity is based on the material, and the material is in agreement with the school's learning objectives, which are based on the syllabus.

c. Construct validity

The measuring instrument must have construct validity if it has certain indications to measure on an element or construct (Ibid). To put it another way, construct validity is similar to a concept in that both are abstractions and generalizations that must be defined properly in order to be measured and examined. As a result, construct validity is concerned with the type of test used to assess ability.

In this phase, the researcher met with a test English instructor from SDN 156 Bengkulu Utara to see if the new vocabulary and item numbers had been fixed in the specification. After consulting with the teacher, she determined that the vocabulary master test content was appropriate for the pupils' level.

d. Item Validity

The researcher posed several questions in order to determine whether the queries posed by the students were valid or not. The item validity is a method of determining the test items' validity. The

researcher in this case employed ANATES to calculate the data from the try-out in order to determine the item validity of each item. The correlation values obtained are then compared with the r table with  $N = 35$  and a significance level of 5%, the r table value is 0.334, based on the output of the validity test findings, which can be seen in the Corrected item-total Correlation column.

The r-table value is 0.334 if the r-value of the adjusted Item-Total Correlation  $>$  R table. The vocabulary mastery test instrument has 40 item questions, 20 of which can be deemed legitimate and 20 of which can be declared invalid.

e. Reliability

Reliability is a tool for determining how reliable something is. According to Ary, a measurement's reliability is the degree of consistency with which it measures whatever it is measuring (DonalAry, Op.Cit., p.236). A good exam should have a high level of validity. This can be done by looking at the students' vocabulary tests to see how reliable they are. The next stage is to determine the test's reliability. According to Fraenkel and Wallen, dependability refers to the consistency of the scores obtained for each individual from one instrument administration to the next and from one set of items to the next (Wallen, 2009).

The uniformity of the test is referred to as reliability. Anates will be used by the author to determine the test's dependability. Anates can

assist with item analysis in a quick, easy, and precise manner. In order to determine whether or not an instrument is a good instrument, anates is required in the research. The following are the reliability test criteria (Arikunto, 2010) :

**Table 3.4**  
**The Level of Reliability**

0.00 – 0.200	Exceptionally poor dependability
0.200 – 0.400	The level of dependability is minimal.
0.400 – 0.600	Medium sturdiness
0.600 – 0.800	The level of dependability is really high.
0.800 – 1.00	The level of dependability is really high.

In the meantime, the reliability test is used to assess the consistency of the test instrument, with the findings shown in the table below:

**Table. 3.5**  
**Reliability Test Results in Vocabulary Mastery Test**  
**Instruments**

Reliability Statistics

Cronbach's Alpha	N of Items
.827	40

Based on the results of the reliability test calculation above, the Cronbach's Alphas value is 0.827, with a significance level of 5% and  $N = 35$ , and the R table value is 0.334, indicating that the Cronbach's Alpha value  $>$  R table, the question items in the vocabulary mastery test instrument are reliable. The test instrument has a very high level of reliability when measured on a scale of reliability.

## H. Hypothesis Test

The following were the steps taken to test the hypothesis:

### 1) Normality test

To determine if the data in the experimental and control groups had a normal distribution, the researcher employed the normality test. For the normalcy test, the researcher performed statistical calculation with SPSS (Statistical Program for Social Science).

The following are the hypotheses for the normalcy test:

Ho: The data are distributed normally.

Ha : There is no normal distribution in the data.

Normality test acceptance or rejection criteria are as follows:

If  $\text{Sig} > 0,05$ , Ho is acceptable.

If  $\text{Sig} < 0,05$ , Ha is rejected.

### 2) Homogeneity Test

Following the normalcy test, the researcher verified the test's homogeneity. The purpose of this test is to see if the data acquired from the sample is homogeneous or not. For homogeneity of the test, the

researcher utilized statistical calculation using SPSS (Statistical Program for Social Science). The Levene statistic test was used to determine homogeneity.

The following are the hypotheses for the homogeneity test.

Ho : the data variance is homogenous.

Ha : The data variance is not homogeneous.

While the homogeneity test approval or rejection criteria are :

If Sig.  $\geq 0,05$ , Ho is acceptable.

If Sig.  $\leq 0,0$ , Ha is rejected.

### 3) T-test Statistical Analysis

The t-test method was used to see if there was a significant difference in vocabulary knowledge between the experimental and control groups of students. The standard, on the other hand, should be computed before the t-test is counted.

Following the t-test result, the study hypotheses are put to the test using the following criteria:

If  $t_{table}$  was more than  $t_{value}$  ( $t_{table} < t_{value}$ ) reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha).

If  $t_{value}$  was higher than  $t_{table}$  ( $t_{value} < t_{table}$ ), accepting null hypothesis (Ho) and rejecting alternative hypothesis (Ha).

### 4) Independent Sample T-test

Finally, in the independent T-test, the researcher will compare or identify the difference mean score in two unrelated samples. According to

Halvanes and Caputi, they used to be able to tell if there were any impacts. The post-test is administered by posing a question to the students, who then respond thoughtfully

## CHAPTER IV

### RESULTS AND DISCUSSION

#### A. Results

In this chapter, the results and discussion of the research are presented. The results showed that the use of first language (LI) as a scaffolding technique had been applied. This finding also includes the results of a study that shows whether students with intellectual intelligence at SDN 156 Bengkulu Utara achieve better vocabulary mastery, after being taught using their first language (LI) or not. The research results were obtained based on data analysis.

##### a. The description of Pre-test and Post-test scores in the control class

**Table : 4.1**

#### **Statistical Description of Pre-test - Post-test**

		pretes	Postes
N	Valid	20	20
	Missing	0	0
Mean		63.3000	73.0000
Std. Deviation		1.082441	6.34118
Variance		117.168	40.211
Range		38.00	24.00
Minimum		40.00	60.00
Maximum		78.00	84.00

In the control class (IV B) the lowest pretest score was 40, then the highest score was 78, then in the posttest score, the lowest score was 60 and the highest score was 84. Seen from descriptive statistics, the pre-



test and post-test scores are shown in table 4.1. it was found that the mean of the pre-test was 63.3 and the mean of the post-test was 73.

**b. The description of Pre-test and Post-test scores in the eksperiment class**

**Table: 4.2**

**Statistical Description of Pre-test - Post-test**

Statistics			
		pretes	Postes
N	Valid	20	20
	Missing	0	0
Mean		65.2000	76.5000
Std. Deviation		1.107681	7.36635
Variance		122.695	54.263
Minimum		40.00	66.00
Maximum		82.00	92.00

In the experimental class (IVA) the lowest pre-test score was 40, then the highest score was 82, and the post-test scores the lowest score was 66 and the highest score was 92. seen from the descriptive statistics of the pre-test and post-test scores shown in table 4.2 it is found that the average pre-test is 65.2 and the post-test average is 76.5.

**1. Normality and Homogeneity of Data Score**

**a. Results of Normality Pre-test Data for Experiment and Control Class**

Based on the output of the normality test of the pretest scores of the experimental class and control class students, the calculation results can be seen in the "Normality Test" table in the

Kolmogorov-Smirnov column, so that it can be analyzed as follows:

**Table: 4.3**  
**Pre-test Score Normality Test Results One-Sample**  
**Kolmogorov-Smirnov Test**

<b>Tests of Normality</b>							
	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statisti c	Df	Sig.	Statisti c	D f	Sig.
Pret-test	IVA	,179	20	,091	,941	2 0	,245
	IV B	,135	20	,200*	,966	2 0	,671
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Analysis of students' pretest results in the control class obtained a probability value (sig.) = 0.200. Because p-value (sig.) > 0.05, H<sub>0</sub> is accepted, so it can be concluded that the data on the Pret-test scores of the experimental class students are normally distributed.

Analysis of students' pretest results in the experimental class obtained a probability value (sig.) = 0.091. Because the value of p (sig.) > 0.05, then H<sub>0</sub> is accepted, so it can be concluded that the pret-test score data for the control class students are normally distributed.

**b. The Result Of Normality Data of Post-test Of Experiment and Control Classes**

**Table: 4.4**

**Post-test Score Normality Test Results One-Sample Kolmogorov-Smirnov Test**

Tests of Normality <sup>a</sup>							
	Kelas	Kolmogorov-Smirnov <sup>b</sup>			Shapiro-Wilk		
		Statisti c	Df	Sig.	Statisti c	Df	Sig .
post st	IV A	,183	20	,079	,919	20	,09 5
	IV B	,155	20	,200 <sup>*</sup>	,913	20	,07 2
*. This is a lower bound of the true significance.							
a. There are no valid cases for pretest when kelas= ,000. Statistics cannot be computed for this level.							
b. Lilliefors Significance Correction							

Analysis of the post-test results of students in the control class obtained a probability value (sig.) = 0.200. Because p-value (sig) > 0.05, H<sub>0</sub> is accepted, so it can be concluded that the data on the Pret-test scores of the experimental class students are normally distributed.

Analysis of students' pretest results in the experimental class obtained a probability value (sig.) = ,079. Because the value of p (sig) > 0.05, then H<sub>0</sub> is accepted, so it can be concluded that the pret-test score data for the control class students are normally distributed.

### c. The Result of Homogeneity of Variance Test

#### 1) Homogeneity of the Pre-test

Based on the homogeneity test output of the Pre-test score variance, the calculation results can be seen in the "Test of Homogeneity of Variance" table in the source 'Based on Mean', which is presented in the following table:

**Table 4.5**

#### **Homogeneity Variance Score Test Results of Pre-test**

<b>Test of Homogeneity of Variances</b>					
		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	1,191	1	38	,28 2
	Based on Median	,779	1	38	,38 3
	Based on Median and with adjusted df	,779	1	34, 050	,38 4
	Based on trimmed mean	1,179	1	38	,28 4

Analysis of the results of the homogeneity test of the Pre-test scores of experimental class students and control class students obtained a probability value (Sig.) = 0.282. Because p-value (sig) > 0.05 then  $H_0$  is accepted, so it can be concluded that the variance of the Pre-test value for each data group is the same (homogeneous).

## 2) Homogeneity of the Post-test

**Table: 4.6**

### **Homogeneity Variance Score Test Results of Post-test**

<b>Test of Homogeneity of Variances</b>					
		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	,142	1	38	,709
	Based on Median	,051	1	38	,823
	Based on Median and with adjusted df	,051	1	37,922	,823
	Based on trimmed mean	,155	1	38	,696

Analysis of the results of the homogeneity test of the Pre-test scores of experimental class students and control class students obtained a probability value (Sig.) = 0.709. Because p-value (sig) > 0.05 then  $H_0$  is accepted, so it can be concluded that the variance of the Pre-test value for each data group is the same (homogeneous).

## 3) Independent Sample T-Test Analysis Students' vocabulary comprehension

Before the study conducted a statistical hypothesis test of the independent sample T-test, the researcher deliberately tested the vocabulary skills of students in the Experimental Class and Control Class before being given treatment. Because based on the normality test, the pretest scores of the experimental class students and the control class students'

pretest scores were declared normal, and the results of the homogeneity test were also stated by the two groups as homogeneous, not the test average.

The difference was used Two-Sample Independent T-Test, assumed the same variance.

**Tabel 4.7**

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Hasil Belajar	.484	.491	1.610	38	.0116	3.50000	2.17340	-.89983	7.89983
Equal variances assumed									
Equal variances not assumed			1.610	37.177	.0116	3.50000	2.17340	-.90303	7.90303

The results of the data analysis above show that the hypothesis in this study is accepted. Because there is a significant difference between the average post-test scores between students in the experimental class and students in the control class, it can be concluded that there is a significant effect on the use of first language techniques. (L1) on

increasing students' vocabulary. Based on the calculation results, the t value is 1.610 with a significance of 0.116. By using a t table of 1.304.

Based on these data,  $t \text{ count } 1.610 > t \text{ table } 1.304$ . Then the significance of  $0.011 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, this means that there is a significant influence of the first language use technique (LI) by English teachers in increasing students' vocabulary at SDN 156 North Bengkulu. that the hypothesis in this study is accepted. Because there is a significant difference between the average post-test scores between students in the experimental class and students in the control class, it can be concluded that there is a significant effect of the use of first language techniques (L1) on vocabulary improvement. student.

Based on the calculation results, the t value is 1.610 with a significance of 0.116. By using a t table of 1.304. Based on these data,  $t \text{ count } 1.610 > t \text{ table } 1.304$ . Then the significance of  $0.011 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, this means that there is a significant influence of the first language use technique (LI) by English teachers in increasing students' vocabulary at SDN 156 North Bengkulu.

## **B. Discussion**

This section presents a discussion of the research results. The discussion focused on finding research questions. This study discusses the technique of using the first language (L1) in increasing the vocabulary of fourth grade students at SDN 156 North Bengkulu. It is intended to analyze the results or research instruments to provide information on research findings.

Based on the results of this study, there was no difference in the ability to understand vocabulary between the experimental class and the control class before using the first language use technique in class IV SDN 156 North Bengkulu. However, there is a significant difference in vocabulary ability between the experimental class and the control class after using the first language use (LI) technique. In other words, the use of first language (LI) techniques is effective in improving students' vocabulary skills.

From the description of the research results above, there are several discussions that the researchers provide in this study. The experimental class and the control class have the same level of vocabulary understanding. This was also proven by the researcher by showing the level of understanding of the initial vocabulary by conducting a pre-test given before the treatment. The average value of the pre-test in the Experiment class is 65.2 and the average value of the Pre-test in the Control class is 63.3. Statistical analysis showed that there was no significant effect on the pre-test scores of students' vocabulary understanding.



Furthermore, after the post-test, the results showed a statistically significant effect of the first language use technique (LI) on students' vocabulary understanding. The average post-test score in the experimental class was 76.5 which was higher than the post-test average in the control class of 73. This indicates that the first language technique (LI) has a significant effect on increasing students' vocabulary.

Based on the results above, that the technique of using first language (LI) is effective in teaching vocabulary improvement of students in fourth grade. The use of this technique resulted in a more significant difference in students' vocabulary comprehension compared to teaching students' vocabulary comprehension by not using (LI).

Finally, using the first language can be one way in teaching English to develop vocabulary mastery. Students enjoy learning English using first language use strategies. Based on the research, the difficulty in learning vocabulary is that students find it difficult to remember English words because their spelling and pronunciation are different. As a result they do not understand when they listen to the word verbally. When applied to the use of the first language, they can reduce their difficulties.

Researchers also used the first language in combination with other activities such as dialogue and word guessing, which could help students to pronounce and pronounce words correctly, and help students remember them in the long term. When doing the exercises, the researcher pointed to pictures related to the aspects of the vocabulary being studied.

It makes students understand and remember words easily. They also already know how to pronounce the words properly. Therefore, they need to be exposed more to develop mastery of vocabulary in English further. Vocabulary is a basic component that every student must master to develop their English, so that they will be able to communicate with each other in their school or in their activities.

Vocabulary is a basic tool for language learning. Unless a student learns to listen, he or she will face several obstacles in: learning other skills in the language. Mastery of vocabulary, especially for young students, should be fun, as well as educational. That is why the first language use strategy is a vocabulary teaching option for fourth graders.

Since the monolingual approach was questioned and reviewed, the movement to promote the use of mother tongue (L1) in language classes has increased. Therefore, a bilingual approach has emerged.

Over the years, it has been accepted by researchers that certain use of L1 is a helpful procedure in L2 grades. (NolizaHasrina, 2018). Thomas 1984, Edge 1986, Atkinson 1987, Tudor 1987, show a resurgence of interest in the use of mother tongues in English classes. This is just a communicative movement, translation as a foreign / second language teaching method in the classroom.

Most of the English teachers in schools, colleges, and institutes still use traditional strategies to teach vocabulary, such as giving a list of English words with their mother tongue equivalents, letting students pronounce new

words, writing sentences with target vocabulary, explain the meaning of vocabulary in the mother tongue, repeat vocabulary, and make students do a lot of vocabulary exercises (ImanAlizadeh., 2016).

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the results of the research that has been done, and in accordance with the discussion that has been described, it can be concluded that there is a significant influence of the first language as a scaffolding on students' vocabulary mastery at SDN 156 Utara. Bengkulu. It can be seen from the data analysis that the  $t$  value is 1.610 with a significance of 0.116. By using a  $t$  table of 1.304. Based on these data,  $t$  count  $1.610 > t$  table 1.304. Then the significance of  $0.011 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, this means that there is a significant influence of the first language by the English teacher in increasing students' vocabulary at SDN 156 North Bengkulu.

#### **B. Suggestion**

After paying attention to field data as well as analysis and conclusions, the authors provide several suggestions including:

1. School

In order to improve the quality and quality of education in schools, an educator in the field of study should prepare a maximum teaching method, namely by choosing and using learning models that are in accordance with the material and characteristics of students.

## 2. Teacher

Every educator should be more selective in choosing learning that emphasizes students being more active and enthusiastic about learning.

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## Angket untuk Siswa

Saudara/i, siswa/I SDN yang saya hormati,

Angket ini merupakan instrument/alat penelitian tentang persepsi/ siswa terhadap penggunaan bahasa pertama atau bahasa daerah di kelas bahasa Inggris. Saya sangat menghargai kesediaan Saudara/i untuk menjawab seluruh pertanyaan dalam angket ini dengan baik. Sebagaimana biasanya data penelitian, kerahasiaan informasi yang Saudara/i berikan akan saya jaga, dan informasi tersebut hanya akan digunakan demi kepentingan penelitian ini. Atas perhatian dan kesediaan Saudara/i, saya mengucapkan terima kasih.

*Peneliti,*

*Ewisca Handayani*

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A. Untuk pertanyaan berikut, beri tanda silang (X) pada jawaban yang paling sesuai

1. Status sekolah Saudara/saudari

a. Negeri

Saudara/i berada di kelas:

a. Kelas 3 b. Kelas 4 c. Kelas 5

B. Bacalah setiap pernyataan dibawah ini dengan hati-hati dan berikan tanda check (√) pada kotak yang tersedia untuk menunjukkan tingkat persetujuan saudara/saudari.

**1. STS= Sangat Tidak Setuju**

**2. TS= Tidak Setuju**

**3. N= Netral**

**4. S = Setuju**

### 5. SS = Sangat Setuju

No	Pernyataan	STS	TS	N	S	SS
1	Di kelas bahasa Inggris, saya lebih suka ketika guru tidak hanya menggunakan bahasa Inggris tetapi juga bahasa pertama / bahasa daerah					
2	Di kelas bahasa Inggris, saya merasa tertekan/stress ketika guru hanya menggunakan bahasa Inggris					
3	Di kelas bahasa Inggris, saya lebih suka guru hanya menggunakan bahasa Inggris					
4	Di kelas bahasa Inggris, saya lebih suka bertanya dalam bahasa pertama/bahasa daerah					
5	Bahasa pertama / bahasa daerah membantu saya dalam meningkatkan kosakata/daftar kata-kata bahasa Inggris. (vocabulary)					
6	Bahasa pertama / bahasa daerah berguna untuk menjelaskan kata-kata bahasa Inggris yang siswa tidak tahu					
7	Penggunaan bahasa pertama / bahasa daerah sangat membantu saya dalam memahami apa yang lawan bicara saya katakan. (mendengar)					
8	Penggunaan bahasa pertama / bahasa daerah sangat membantu saya untuk menyusun kata-kata ketika saya akan membuat tulisan dalam bahasa Inggris. (menulis)					
9	Penggunaan bahasa pertama / bahasa daerah membantu saya memahami/mengerti topic bahasa Inggris yang baru yang akan saya pelajari.					
10	Penggunaan bahasa pertama / bahasa daerah membantu menjelaskan persamaan dan perbedaan antara bahasa pertama dan bahasa Inggris.					

C. Bacalah setiap pernyataan dibawah ini dengan hati-hati dan berikan tanda check (√) pada kotak yang tersedia untuk menunjukkan tingkat pemakaian bahasa Indonesia anda di kelas bahasa Inggris.

No	Pernyataan	Selalu	Sering	Kadang-kadang	Jarang	Tidak Pernah
1	Penggunaan bahasa pertama atau bahasa daerah untuk bertanya					
2	Penggunaan bahasa pertama atau bahasa daerah dalam memahami apa yang lawan bicara saya katakan. (mendengar)					
3	Penggunaan bahasa pertama atau bahasa daerah dalam memahami/mengerti isi bacaan teks bahasa Inggris.(membaca)					
4	Penggunaan bahasa pertama atau bahasa daerah dalam meningkatkan kosa kata/ daftar kata bahasa inggris (vocabulary)					
5	penggunaan bahasa pertama atau bahasa daerah untuk memahami topic bahasa Inggris yang baru					
6	Penggunaan bahasa pertama atau bahasa daerah untuk menjelaskan kata -kata bahasa inggris yang tidak diketahui.					
7	Penggunaan bahasa pertama atau bahasa daerah untuk menjelaskan kesalahan - kesalahan dalam bahasa inggris					
8	Penggunaan bahasa pertama atau bahasa daerah untuk menjelaskan persamaan dan perbedaan antara bahasa Indonesia dan bahasa inggris.					
9	Penggunaan bahasa					

	pertama atau bahasa daerah untuk memberi instruksi/perintah					
10	Penggunaan bahasa pertama atau bahasa daerah untuk mengerjakan tugas kelompok.					

**Answer of Key**

<b>Try Out</b>				<b>Pre Test and Post Test</b>	
1	A	21	C	1	C
2	C	22	B	2	B
3	B	23	B	3	B
4	B	24	A	4	A
5	D	25	D	5	D
6	C	26	A	6	A
7	D	27	A	7	A
8	C	28	B	8	B
9	D	29	A	9	A
10	C	30	C	10	C
11	C	31	C	11	B
12	B	32	A	12	C
13	A	33	B	13	A
14	B	34	A	14	B
15	A	35	D	15	A
16	D	36	C	16	D
17	C	37	C	17	A
18	B	38	D	18	A
19	D	39	B	19	B
20	A	40	B	20	A
				21	C
				22	B
				23	D
				24	B
				25	B

**Answer of Key**

<b>Pre Test and Post Test</b>	
1	C
2	B
3	B
4	A
5	D
6	A
7	A
8	B
9	A
10	C
11	B
12	C
13	A
14	B
15	A
16	D
17	A
18	A
19	B
20	A
21	C
22	B
23	D
24	B
25	B



**Score of Eksperimental Group**

<b>NO</b>	<b>Pre Test Score</b>	<b>Post Test Score</b>
1	52	66
2	76	88
3	60	72
4	68	76
5	72	78
6	56	68
7	64	72
8	80	86
9	74	78
10	68	72
11	78	82
12	68	72
13	56	80
14	40	68
15	60	76
16	82	92
17	58	72
18	78	86
19	54	68
20	60	78
<b>Total</b>	<b>1304</b>	<b>1530</b>
<b>Mean</b>	<b>65,2</b>	<b>76,5</b>

**Score of Control Group**

<b>NO</b>	<b>Pre Test Score</b>	<b>Post Test Score</b>
1	52	60
2	60	68
3	40	68
4	68	72
5	72	76
6	56	68
7	64	72
8	78	82
9	68	78
10	68	76
11	72	80
12	68	76
13	56	72
14	40	68
15	60	64
16	78	84
17	58	68
18	76	82
19	68	72
20	64	74
<b>Total</b>	<b>1266</b>	<b>1460</b>
<b>Mean</b>	<b>63,3</b>	<b>73</b>











1. We must call the \_\_\_\_\_ to catch the robber.
  - a. Hospital
  - b. Post office
  - c. Police
  - d. Ambulance
2. You should (try) the new dish in the restaurant near my office.
  - a. Adjective
  - b. Verb
  - c. Preposition
  - d. Adverb
3. How \_\_\_\_\_ do you go there?
  - A. never
  - B. often
  - C. seldom
4. My father is reading \_\_\_\_\_ in the office now.
  - a. A newspaper
  - b. A television
  - c. A speaker
  - d. A radio
5. My grandmother always tell me to wash my \_\_\_\_\_ before eating something.
  - a. Teeth
  - b. Face
  - c. Feet
  - d. Hands
6. They called the police \_\_\_\_\_ after the accident.
  - A. immediately
  - B. peacefully
  - C. slowly
7. I have..... in the morning
  - a. Breakfast
  - b. Lunch
  - c. Dinner
  - d. midnight
8. \_\_\_\_\_ is a spicy food from Indonesia.
  - a. Cake
  - b. Rendang
  - c. Sushi
  - d. Takoyaki
9. I will be \_\_\_\_\_ in the park tomorrow.



- a. Sing      c. Sang  
b. Sung      d. Singing
10. My parents will be \_\_\_\_\_ for Canada tomorrow.  
a. Leave    c. Leaving  
b. Leaves   d. Left
11. ... am going to school  
a. I            c. They  
b. You        d. We
12. Translate into english "Kamu"  
a. Aku        c. Dia  
b. Kamu      d. Mereka
13. We cancel having dinner at the restaurant because all \_\_\_\_\_ are booked.  
a. Tables  
b. Rooms  
c. Chairs  
d. Foods
14. We need \_\_\_\_\_ to bring our school books.  
a. Uniform  
b. Bag  
c. Pencil case  
d. Wallet
15. Translate into Indonesia "Cantik"  
a. Cantik                      c. Ganteng  
b. Baik                         d. Burik
16. Before entering someone's house, we must \_\_\_\_\_ on the door.  
a. Cry  
b. Scream  
c. Hit  
d. Knock
17. I am .....( Tinggi )  
a. Tall                         c. long  
b. Short                        d. Big
18. Come and sit \_\_\_\_\_ me so that I can hear you better  
a. Beside  
b. In front of  
c. Behind  
d. On
19. Translate into Indonesia "Beside"

- a. Depan                      C. Belakang
  - b. Samping                    d. Bawah
20. Dont stand ..... the television! I cant see
- a. Infront of                  c. Beside
  - b. Behind                      d. Back
21. Rohan behaves very \_\_\_\_\_ with his elders.
- A. goodly                      C. badly
  - B. easily                        d. Directly
22. I bought an (expensive) book at the mall.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Conjunction
23. What is “makan” in English ?
- a. Eat                          c. drink
  - b. Sleep                        d. Back
24. Mereka into English
- a. I                              C. You
  - b. They                        d. Us
25. I put my shoes (between) my sister’s and my brother’s in the garage.
- a. Adjective
  - b. Verb
  - c. Preposition
  - d. Conjunction

**SURAT PERNYATAAN**

Yang bertanda tangan di bawah ini:

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Judul Skripsi : The Influence of First Language (L1) by English Teacher In Improving Vocabulary Students' At SDN 156 Bengkulu utara


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